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ABSTRACT

This study was conducted to gather data about courses currently available to students through distance technologies, and to gather information from both faculty members and students concerning their perceptions of teaching and learning through remote processes in the Florida Community College System. This study focuses particularly on two-way interactive teleclasses and on-line courses with the overall goal of learning more about how many students participate, and how their instructors and they regard their learning experiences. The results of this study indicate that community college students appreciate the access and convenience of distance learning courses and are willing to adapt to and accommodate themselves to the technology. However, faculty who teach distance learning are ambivalent. They are struggling with the demands of teaching distance learning courses and are concerned about the challenges distance learning brings to the learning environment. Two ways in which the Florida Community College System has addressed quality concerns, as well as the Commission on Colleges Southern Association of Colleges and Schools' criteria about offering appropriate support services for distance learners, have been through the development of the Florida Academic Counseling and Tracking System (FACTS) and through the Distance Library Learning Initiative. Appendices listing the available community college distance learning courses and the complete surveys used in the study constitute over half of the report. (VWC)

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FLORIDA COMMUNITY COLLEGE SYSTEM

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DISTANCE LEARNING IN THE COMMUNITY COLLEGES:

A LOOK AT THE ONLINE AND TELECLASS EXPERIENCE

A LEVEL I REVIEW

STATE BOARD OF COMMUNITY COLLEGES

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JANUARY 2000

FLORIDA COMMUNITY COLLEGE SYSTEM

PUTTING MINDS TO WORK

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Preface

Section 240.312, Florida Statutes, requires that systematic program reviews be conducted for the Community College System. To meet this requirement, the State Board of Community Colleges elected to conduct a Level I program review on Distance Learning in the Community Colleges. Since 1994, these programs have been a growing sector of community college instruction; yet little is known at the State level about faculty and student reactions to this relatively new instructional medium.

This study was conducted to gather data about courses currently available to students through distance technologies and to gather information from both faculty members and students concerning their perceptions of teaching and learning through remote processes. Since relatively little in known about the impact of distance learning using the newer technologies, this study focuses particularly on two-way interactive teleclasses and on-line courses with the overall goal of learning more about how many students participate and how their instructors and they regard their learning experiences.

While the review is intended to be primarily descriptive rather than making policy recommendations for change, the information may serve as a valuable resource to faculty and administrators as they continue to develop and refine distance learning for future applications.

Special Recognition is given to Dr. Beverly L. Bower, Professor at Florida State University, Department of Educational Leadership, Higher Education, who served as a consultant on this review.

Executive Summary

Due to rapid advances in technology and its increasing affordability, the use of distance learning has become an increasingly significant delivery mechanism of the American higher education system. Florida community colleges have kept pace with distance learning national trends by first offering correspondence courses, then educational television courses, and now interactive teleclasses and Internet courses. Through survey, interviews, and site visits this report provides a broad description of the distance learning environment in Florida's community colleges, focusing on the emerging interactive technologies—teleclasses and online courses—and key stakeholders—students and faculty.

During Spring 1999 data was gathered from students, faculty, and administrators at eighteen Florida community colleges using four different survey instruments. One hundred fifty-three (153) faculty members at fourteen community colleges participated in the study. These faculty members were teaching 155 different courses. The majority (85%) were full-time community college faculty with ten to twelve years of community college teaching experience. Most were teaching only one distance learning course; average class size of twenty students. Most of the faculty reported that they had not received any training to prepare them for teaching a distance learning course. While many reported that there were no college rewards available to them for their involvement in distance learning, those who reported rewards most frequently cited computer equipment as an available reward. Faculty indicated that what motivated them to be involved with distance learning was personal interest in technology and the ability to reach new audiences. Most of the faculty perceived distance learning courses to be a learning experience equivalent to the traditional classroom. However, 35% perceived it to be worse or ineffective. Fifty-eight percent of the respondents said they considered their distance learning teaching experience a positive one, and 85% of the faculty would be willing to teach another distance learning course.

The students who participated in this study were taking either interactive teleclasses or online/Internet classes. Five hundred fifty-five of the student respondents were taking online courses and 952 were taking teleclasses. The online students came from eighteen community colleges; the teleclass students from fourteen colleges. Among the online students 47% responded that they would not have been able to take the class if it had not been offered via distance learning technology. Eighty-seven percent stated they chose distance learning for its convenience in accommodating their schedules. Eighty-four percent indicated they were satisfied with their distance learning experience, 85% said they would recommend the online course to other students, and 90% would take another online course.

Teleclass students were divided into onsite students, those taking the course in the room with the instructor, and those remote from the instructor. The majority of onsite students (82%) were satisfied with the teleclass. Eighty percent would recommend the teleclass to other students but only 76% would take another teleclass. Among remote site students only 67% were satisfied with the teleclass, 72% would recommend the teleclass to other students, and 75% would take another teleclass. Thirty-two percent of the teleclass students stated that they would not have been able to take the course if it had not been offered as a distance learning class. Primarily, this response came from the remote site students.

Site visits were conducted at Indian River Community College, Pensacola Junior College, and St. Petersburg Junior College. Each of these colleges is significantly involved in either interactive teleclasses and/or Internet courses. Visits with the administrators at these colleges indicated that each college intends to expand its distance learning offerings with the goal of eventually being able to provide a complete Associate of Arts or Associate of Science degree via distance learning. Each college acknowledged the need to maintain high quality in its distance learning courses, especially in light of the increasing competition in the educational marketplace brought about by technological advances. A major issue for all three of the colleges is how to

acquire the finances necessary to meet distance learning goals. Administrators also discussed various student and faculty issues, especially support issues for both groups.

The results of this study indicate that community college students appreciate the access and convenience of distance learning courses and are willing to adapt to and accommodate themselves to the technology. However, faculty teaching distance learning courses are ambivalent. They are struggling with the demands of teaching distance learning courses and are concerned about the challenges distance learning brings to the learning environment. Administrators must successfully address these concerns and respond to the funding issues if they want to expand student access to education via quality distance learning experiences.

Two ways in which the Florida Community College System (FCCS) has addressed quality concerns and the Commission on Colleges Southern Association of Colleges and Schools (SACS) criteria about offering appropriate support services for distance learners has been through the development of the Florida Academic Counseling and Tracking System (FACTS) and through the Distance Library Learning Initiative (DLLI). Among the services offered through FACTS, students may gain electronic access to college transcript information, degree audits, degree shopping, financial aid information, and determine what upper division courses are required for specific majors. The Distance Library Learning Initiative has provided access to over 70 databases, a reference and referral center, library user training, a document delivery station, and statewide courier services to book borrowers across the state with overnight delivery. These services have been overwhelmingly successful. In addition, the College Center for Library Automation (CCLA) has provided quality library and technology related services to all 28 community colleges. FACTS serves as the electronic student services support system and DLLI assures statewide remote library support (the two key SACS requirements). These initiatives have put Florida colleges well ahead of many other states in the nation with regard to distance learning support services.

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Distance Learning in the Community Colleges:
A Look at the Online and Teleclass Experience

Introduction

While the recent advances in technology have brought distance learning to the forefront of the education discussion today, the concept of education at a distance has been present and in practice for more than a century, originating as correspondence or home study courses delivered by mail. Since then the concept has taken the form of audio tapes, educational television, and the open university. Today the emerging delivery methods are interactive videoconferencing (teleclasses) and courses delivered primarily via the electronic capabilities of the Internet or World Wide Web.

Definitions of the concept of distance education or distance learning vary. Typically the definition indicates the separation of teacher and learning in space and/or time. Moore & Kearsley (1996) defined distance education as the

> *family of instructional methods in which the teaching behaviors are executed apart from the learning behaviors, including those that in contiguous teaching would be performed in the learner's presence, so that communication between the learner and the teacher must be facilitated by print, electronic, mechanical, or other devices* (p. 197).

In 1992 the U.S. Congress broadly defined distance education as "The transmission of education or instructional programming to geographically dispersed individuals or groups" (as cited in Sherron & Boettcher, 1997). In conducting its 1995 study of this phenomenon, the U.S. Department of Education defined distance education as "education or training courses delivered to remote (off campus) locations via audio, video or computer technologies" (National Center for Educational Statistics (NCES), 1997).

While these encompassing definitions could include a wide variety of delivery methods, in the present study the term is used in reference only to interactive teleclasses and courses delivered primarily via the electronic capabilities of the Internet or World Wide Web.

Widespread use of these particular technologies is fairly new and therefore has not been examined in depth.

Due to rapid advances in technology and its increasing affordability, the use of distance learning has become an increasingly significant delivery mechanism of the American higher education system. A recent study of two year and four year higher education institutions by the U.S. Department of Education stated that 58% of public two year and 62% of public four year institutions offer distance learning courses. Of the public two-year institutions offering distance learning, 49% offered two-way interactive video courses and 14% online courses (NCES, 1997). The increasing involvement of colleges and universities in distance learning has led to the creation of the concept of the "virtual campus"

> *a metaphor for the electronic teaching, learning, and research environment created by the convergence of several relatively new technologies including but not restricted to, the Internet, ,World Wide Web, computer-mediated communication, video conferencing, multi-media, groupware, video-on-demand, desktop publishing, intelligent tutoring systems, and virtual reality* (Van Dusen, 1997).

The Florida system has kept pace with the national distance learning trends. Florida's postsecondary education institutions, particularly its community colleges, have been involved with distance learning since the 1970's by offering correspondence courses, educational television courses, and have increasingly made use of the recent technological advances such as interactive teleclasses and Internet courses. The State's interest in distance learning is evidenced by the formation of the Florida Community College Distance Learning Consortium, and other state supported entities designed to encourage and guide the use of distance technologies for educational use. The Florida Virtual Campus (FVC) was founded by the 1999 Legislature and it is expected to begin its operation in early 2000. The FVC will contain course offerings ranging from certificates to graduate medical and engineering courses.

The focus of this Level I review is the experience and perceptions of two key stakeholders—students and faculty. This study looks at the issues surrounding the

implementation of distance learning courses as they impact students and faculty. It examines a variety of stakeholder interests including learning effectiveness, training, and support.

Research Design

This investigation of the distance learning activities in the Florida community colleges was limited to two delivery mechanisms—online courses and interactive teleclasses. As a Level I program review the goal is to provide a description of the activities occurring in these areas. This review was guided by the following questions:

- What types of distance learning courses are currently offered in the Florida community colleges? (See Appendix.)
- What are the numbers of distance learning courses offered in what subject areas? (See Appendix.)
- Do students and faculty perceive distance learning courses to be effective compared to traditional courses?
- What training do faculty members receive to teach a teleclass or on-line course? Is this training adequate and effective?
- Since teaching in the distance learning environment requires special preparation and class size is often larger than in the traditional class, what, if any, adjustments in compensation and/or workload are available for faculty engaged in distance learning initiatives?
- What are some of the best distance learning practices within the FCCS?

To address these questions both surveys and site visits were used. Data was collected during spring 1999. Students in online courses and in interactive teleclasses were surveyed, along with the faculty who teach these classes. Site visits were made to three colleges to gain an institutional perspective.

A contact person for the study was established at each of the community colleges. These individuals provided initial information regarding the online and teleclass offerings at their

institutions, served as the distribution point for survey instruments, and, in some cases, arranged on-site visits. During spring 1999, twenty of the 28 community colleges offered approximately 58 different courses via interactive teleclass and approximately 211 online courses. Of the twenty colleges involved in delivering these courses, eighteen participated in the study. The colleges indicated that approximately 250 faculty members and 6000 students were engaged in either online or interactive distance learning activities.

Four different survey instruments were prepared and distributed as part of the study. (See Appendix A) A forty-three item questionnaire was distributed to faculty teaching online and interactive teleclasses. This instrument was distributed by the college contacts and returned directly to the researcher. Surveys for students in interactive teleclasses were distributed and collected by the college contact person. Students taking the teleclasses on-site responded to a thirty-one item questionnaire; those taking the classes from remote sites responded to a thirty-six item questionnaire. A thirty-four item online survey was created to gather information from students taking online courses. College contact persons were asked to provide students the internet address for this survey.

Faculty Survey Results

One hundred fifty-three useable responses were collected from faculty teaching online and/or interactive teleclasses at fourteen of the colleges. These faculty members reported teaching 155 different courses. Of the respondents, 47% were female, 53% male. A large majority (85%) were full-time faculty members. The faculty respondents in this study have an average of ten to twelve years of experience teaching at the community college. Most faculty (65%) reported teaching only one distance learning course; very few (2%) reported teaching more than three distance learning courses. The average distance learning class size reported was twenty students per class. However, reported class sizes range from one to 85 students. (See Table 1)

Faculty were asked about a number of issues relating to their experience in the distance learning environment. They were asked several questions designed to gain an understanding of the efforts taken to prepare them for distance learning instruction. They were asked how many hours of training they had received in the general use and application of distance learning technology, in development of curricula for distance learning courses, and in teaching methods for the distance learning environment. While faculty reported an average (mean) of 17 hours of training in the use of application of distance learning technology and an average (mean) of seven hours of training in development of curricula for distance learning courses, the most answered response (mode) was zero hours of training in both cases. (See Table 1) Those who had received training indicated that in most cases the training was effective, but many responded that it was not adequate to meet their needs.

Table 1
Faculty Characteristics

Gender	47% female	53% male
Employment Status	85% full-time	15% part-time
Years of Community College Teaching Experience	Range: <1 yr. to 35 yrs. Mean: 14 yrs. Mode: 10 yrs.	
No. of distance learning courses taught (Spring, 1999)	1course 64.7% (99 faculty) 2 courses 26.1% (40 faculty) 3+ courses 9.2% (14 faculty)	
Distance Learning Class Size	Range: 1 to 85 students Means: 23 to 6 student	Mode: 20 students
Training Hours	Use & application Range: 0 to 224 hrs. Mean: 17 hrs.	Mode: 0 hrs.
	Development of curricula Range: 0 to 100 hrs. Mean: 7 hrs.	Mode: 0 hrs.

Faculty also answered questions regarding rewards and incentives for preparing distance learning courses and for teaching distance learning courses. Six types of rewards/incentives were listed—workload adjustment, monetary incentives, extra vacation time, release time, computer equipment, and public recognition. Respondents were instructed to indicate all that applied. The most frequently cited incentive to develop a distance learning course was the availability of better computer equipment. However, only 39 faculty members cited the

availability of this reward for distance learning course development, while 64 faculty members stated that there were no rewards/incentives available to them for this type of endeavor.

An even larger number of faculty stated that there were no rewards or incentives in place to encourage them to teach distance learning courses. Almost half (48%) of the faculty who responded to this question stated that there were no incentives to teach distance learning courses. Among those citing available incentives, the most frequently answered responses were computer equipment and monetary rewards.

Faculty were also asked what motivated them to become involved in distance learning initiatives and what prompted them to continue this involvement. Five reasons were suggested—the ability to reach new audiences, the opportunity to develop new ideas, personal interest in technology, intellectual challenge, and monetary or workload incentives offered by the college. Respondents could indicate all that apply and were given the opportunity to indicate other inducements as well. Monetary or workload incentives did not seem to be a motivator showing the lowest response rate (21 respondents for 14%). The reasons most often chosen to explain faculty motivation to become involved in distance learning were ability to reach a new audience (63%) and personal interest in technology (64%). Monetary and workload incentives were even less of a motivation to continue involvement in distance learning instruction. Only 15 faculty members (10%) responded that this was a motivator for their continued involvement. Again the other options received more positive responses.

Table 2
College Incentives Offered and Faculty Motivators
Number & Percent of Positive Responses (N = 153)

College Incentives offered to faculty

preparing to teach distance learning courses		*teaching* distance learning courses	
11	(7%) workload adjustment	9	(6%) workload adjustment
28	(18%) monetary incentives	34	(22%) monetary incentives
0	(0%) extra vacation days	2	(1%) extra vacation days
18	(12%) release time	3	(2%) release time
39	(26%) computer equipment	29	(19%) computer equipment
1	(1%) public forms of acknowledgement	6	(4%) public forms of acknowledgement
64	(42%) none	73	(48%) none
15	(9%) other [See Faculty Comments.]	7	(5%) other [See Faculty Comments.]

Faculty Motivations

to become involved w/ distance learning		*to continue involvement* w/ distance learning	
97	(63%) ability to reach new audiences	90	(59%) ability to reach new audiences
84	(55%) opportunity to develop new ideas	83	(54%) opportunity to develop new ideas
98	(64%) personal interest in technology	92	(60%) personal interest in technology
86	(57%) intellectual challenge	85	(56%) intellectual challenge
21	(14%) monetary/workload incentives	15	(10%) monetary/workload incentives
35	(23%) other [See Faculty Comments.]	29	(19%) other [See Faculty Comments.]

Faculty members were asked a number of additional questions regarding various aspects of their experiences and perceptions of distance learning at their colleges. Over half (56%) of the respondents perceived distance learning classes to be an equivalent learning experience compared to the conventional classroom. However 35% found it to be worse or ineffective. Possible reasons for this statistic can be found in the faculty comments where faculty express concern about the student dropout rate and communication problems. In contrast, most faculty agreed that teaching a distance learning class had improved the quality and effectiveness of their teaching. Their responses also indicated that a large majority agreed with the statement that course development and class preparation time is greater for distance learning courses.

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Despite the reservations about distance learning indicated in the previous paragraph, 58% of the faculty who responded to the survey indicated that their overall teaching experience in distance learning had been positive or very positive. When asked if they would recommend involvement in distance learning to a faculty colleague, the large majority (71%) said yes. In addition 84% said they would be willing to teach another distance learning course.

Student Survey Results

The students who participated in this study were taking either interactive teleclasses or online/Internet classes during spring 1999. Data from students taking online classes were collected via a survey posted on the Internet. Students were given the Internet address and asked to respond to the survey online. Their responses were available only to the researcher. The college contact person was responsible for the distribution of questionnaires and answer sheets to students taking interactive teleclasses. They were encouraged to use their college's established course evaluation procedures as the distribution mechanism.

Online Courses. Five hundred fifty-five students responded to the online survey. These students represented eighteen community colleges and were enrolled in 113 different courses. Responses to demographic questions indicated that 67% of the students who responded to the survey were female, 33% were male. Thirty-four percent were between the ages of 21 and 29, 25% were 30-39 years old, and 22% were over 40 years old. Eighty-two percent of the respondents were White; 6% African-American, 5% Hispanic, 4% other ethnicity, and 3% remained unspecified (See Table 3).

Students were asked about their reasons for enrolling in an online distance learning course. Forty-seven percent of the respondents stated that they would not have been able to take the course they were in if it had not been offered through distance technology and 87% of the students gave convenience in accommodating work, family, or other competing demands as a

reason they were taking the course. Sixty-two percent were taking the online course to satisfy a degree or certificate requirement.

In this survey students were asked about a variety of aspects of the online course—course administration, instruction, and delivery format. Students who responded to the survey were satisfied with all of these areas of the online learning experience, indicating high levels of satisfaction in all areas. Eighty-four percent indicated that they were satisfied or very satisfied with the online course they were taking. Eight-six percent of the students said that they would recommend this online course to other students and 90% stated that they would take another online course. Although 62% of the respondents answered that the workload in the online course had been demanding, half of the student respondents found the online course to be equivalent to the traditional classroom and 36% said it was better. (See Table 3.)

Teleclasses. Nine hundred fifty-two usable answer sheets were received from students taking interactive teleclasses during spring 1999. These students represented fourteen different community colleges and were enrolled in over fifty different courses. Of the respondents, 591 were taking the course onsite (i.e., in the same room/building as the instructor) and 361 indicated that they were taking the course from a remote site. Among the remote site students, responses to demographic questions indicated that approximately 35% of the students who responded to the survey were male, 65% were female. Forty-five percent of the remote site students were 20 years of age or younger. Twenty-five percent were between the ages of 21 and 29, 17% were 30-39, and 13% were over 40 years old. Eighty-four percent of the remote site respondents were White; 8% African-American, 4% Latino, and 4% other ethnicity. In the onsite student populations 34% of the students who responded to the survey were male, 64% were female. Thirty-seven percent of the onsite students were 20 years of age or younger. Thirty-four percent were between the ages of 21 and 29, 18% were 30-39, and 10% were over 40 years old. Sixty-

nine percent of the onsite respondents were White, 12% African-American, 6% Latino, and 4% Asian American. (See Table 3.)

Students were asked about their reasons for enrolling in a teleclass. Thirty-two percent of the respondents stated that they would not have been able to take the course they were in if it had not been offered through distance technology. As expected this response came primarily from the students at the remote sites. Sixty-five percent of the respondents indicated that they were taking the interactive teleclass to satisfy a degree or certification requirement. Fifty percent of the remote site students, but only 18% of the onsite students, also indicated that they enrolled in the teleclass because of its convenience. The teleclass students were also asked about a variety of aspects of the teleclass—course administration, instruction, and delivery format. Students who responded to the survey were generally satisfied with all of these areas of the teleclass learning experience.

Technology issues are of particular concern in the courses that employ interactive video technologies. Students were asked a variety of questions about this issue. Although 60% of the remote site students reported that a broadcast failure had interrupted their teleclass at least once, the responses indicated high reliability of the technology used to deliver distance learning teleclasses and that students have learned to adapt to this environment. Seventy-five percent of onsite students and 73% of remote site students were satisfied with the technological aspects of the teleclass. (See Table 3.) If technology presented a problem in teleclasses, one would expect a significant difference between responses of onsite and remote students.

Eighty-two percent of the onsite students indicated that in general they were satisfied or very satisfied with the teleclass environment. However only 67% of the remote site respondents indicated that in general they were satisfied or very satisfied with the teleclass environment. Eighty percent of the onsite students, but only 72% of the remote site students said that they would recommend this teleclass to other students. Seventy-six percent of the onsite students and

75% of the students taking the course from a remote site stated that they would take another teleclass. Among the onsite students, 83% found the teleclass experience to be equivalent to or better than the traditional classroom but 16% said it was worse or ineffective. Seventy percent of the remote site students responded that they perceived the teleclass experience to be equal or better than the traditional classroom and 30% said it was worse or ineffective. (See Table 3.)

Table 3
Student Demographics &
Satisfaction w/ Distance Learning Experience

	ONLINE (N = 555)	**TELECLASS** **Onsite** (N = 591)	**Remote** (N = 361)
Gender			
Female	67%	64%	65%
Male	33	35	35
Age			
20 yrs. or less	19%	37%	45%
21-29 yrs.	34	34	25
30-39 yrs.	25	18	17
40 or older	22	10	13
Ethnicity			
Native American	1%	3%	2%
Asian American	2	4	2
African American	6	12	8
Hispanic	5	6	4
White	82	69	84
Unspecified	3	6	
Satisfaction w/ Distance Learning Experience			
Satisfied w/ educational experience			
Very Satisfied	57%	42%	27%
Satisfied	27	40	40
Somewhat Satisfied	10	13	24
Not Satisfied	6	5	9
Compared to traditional class			
Better	35%	22%	16%
Equivalent	50	61	54
Worse	11	12	24
Ineffective	4	4	6
Recommend to others			
Yes	86%	80%	72%
No	14	19	27
Enroll in another course of this type			
Yes	90%	76%	75%
No	10	23	24

In summary, the students who responded to this survey were satisfied with the distance learning experience. Many of the students indicated that they would not have been able to take the class they were in if it had not been offered via distance learning. This was especially true among students enrolled in online courses. Students were taking distance learning courses for their convenience in helping them cope with the demands of busy schedules and to meet the requirements of their programs of study. Although the technology may present challenges on occasion, students consider interactive teleclasses and online courses to be viable alternatives to the traditional classroom.

Discussion of Site Visits

Site visits were conducted at three of the community colleges—Indian River Community College (IRCC), Pensacola Junior College (PJC), and St. Petersburg Junior College (SPJC). Each of these institutions is substantially involved with delivery of courses via interactive teleclasses and/or online classes. During the site visits, group discussions and individual interviews were conducted with staff involved in the administration and delivery of the colleges' distance learning offerings. In these conversations, individuals shared successes, challenges, and philosophy regarding distance learning.

The vice president at each of the institutions described an expanding role for distance education at his/her institution. This role is primarily to support the needs of the citizens in their geographical service districts. But the possibility of providing courses to a wider market was not excluded if a demonstrated and appropriate market niche should develop and policies permitting such expansion be in place. The vice presidents envision distance education as providing an additional dimension with which to enrich the curricula, a "new approach" or an additional "modality" with which to reach students. They also expressed the goal of eventually providing complete Associate of Art and Associate of Science degrees through distance learning. One of

the vice presidents described the vision of the campus becoming an occasional "touch down zone" for students as they progress through a degree program offered "any time, any place, any pace" through distance learning. Another envisioned that 15-20% of the institution's total enrollment would be through distance education in the next five to ten years.

Each of the institutions visited demonstrated a different organizational pattern for their distance learning programs. These patterns were based on historical development of the program and philosophy of the institution regarding distance learning. It was evident that in some institutions, distance learning had developed as a "special case" and was organizationally separated from the academic mainstream. With the rapid growth in the distance learning area, it has become clear that it can function more effectively with closer ties to the general academic program. Each of the institutions folds the distance learning courses into its schedule of classes, alerting students to the different delivery mode via a special code or note in the schedule. Concern was expressed in the interview for the need to have both faculty and students understand that distance learning courses maintain the rigor and quality of the traditional classes. To do this institutions are encouraging their full-time faculty to teach distance learning courses, as opposed to using adjunct faculty to teach these courses. In all cases, faculty who taught distance learning courses were "borrowed" from existing academic departments.

A major issue in providing distance learning courses is finance. The technical equipment needed to produce, deliver, and maintain quality teleclasses or online courses is greater than that needed in the delivery of traditional courses. While institutions may have been able to provide for small distance learning initiatives through regular funding channels, they are discovering that as these programs become a more significant part of the curriculum there is a need to look for other funding sources. Each of the institutions visited mentioned grants as a method of funding that had already been used to fund some distance learning initiatives or that was being explored as a funding source.

It is important to note that the American Association of Community Colleges (AACC) has praised the 2% staff development "setaside" which Florida community colleges and universities appropriate annually for staff and program development purposes. Many of the community colleges have elected to use those dollars to develop distance learning courses and to provide staff development for faculty members who teach them.

St. Petersburg Junior College is certainly a leader as shown by its commitment, financial and philosophical, to distance learning. Good examples of its commitment to instructional technology are its Seminole Campus and Project Eagle. The Seminole Campus, which opened in 1998, is the focal point for SPJC's distance learning efforts. The first building at this site, the Technology Learning Center, has been designed to accommodate the expanding growth of distance learning and other educational technologies. The center includes a dramatic 6700 square foot Information Commons, which houses a variety of computers and other educational equipment and serves as an online classroom and open lab for students and faculty, in addition to multiple rooms for videoconferencing, computer-based instruction, and online course development. Among the most interesting services provided through the Seminole Campus of SPJC is the CyberLibrary, an online reference collection for SPJC distance learners. The campus also houses the instructional computing staff who are available to provide faculty with one-on-one training and assistance in developing online courses.

Project Eagle is a multi-year $5 million initiative to create a model of access to four-year degrees and workforce training for community college students. Distance learning technologies will play a key part in providing the access. The project plans include the development of 160 technology-mediated courses, continued development of the SPJC Electronic College, and the infrastructure and support mechanisms necessary to make it all work.

Faculty issues that surfaced in the site visits include compensation/workload, training and support. Administrators at each of the institutions seemed aware of the great deal of time it takes

faculty to develop a distance learning course. Overload pay and release time were methods mentioned as ways to compensate faculty for distance learning course development. However, the philosophy expressed by at least one of the institutions was that course development for distance learning should be treated in the same manner as course development for traditional courses. The administrators also discussed what they had learned about providing training to prepare faculty to teach distance learning courses and how training had been modified to better meet faculty needs. The general theme of the modifications was a move to more individualized training sessions and providing more focused training, as opposed to exposing faculty to all the nuances and issues at once, i.e., breaking the training into more discrete segments. Not surprisingly, the greatest need for training or support seemed to be for the online courses. Given the variety of skills needed to develop quality courses in the online environment, at least one of the institutions has gone to a team approach, hiring full-time instructional technologists to participate with faculty in designing online courses and to provide technical assistance to students taking these courses.

In discussing student issues, the administrators included the topics of technical support, student services, and testing. Someone at each of the institutions mentioned how important it was for students to understand the skills they need to be successful in distance learning courses, especially online courses. Each of the colleges tries to make clear to students what special requirements there are to take distance learning courses, e.g. minimum equipment requirements for online courses. This information is shared at or before students register for classes via printed materials and online. Most of the student issues that were discussed concerned providing services to students in online courses. Because students in teleclasses come on campus to attend their teleclasses, their needs are somewhat different from students enrolled in online courses. However, as videoconferencing technology advances into the home market, colleges recognize that these two groups of students will become more similar in their relationship with the campus.

Each of the institutions is developing ways to provide adequate student services (e.g. registration, academic advising) to distance learning students. Two of the institutions are involved in projects which make innovative use of current computer technology to provide these services. How to best provide testing services in a *truly* distance learning environment was also an issue that surfaced. At each institution, testing required the physical presence of the student at one of the institutions' campuses or centers.

Summary of Findings

Through survey, interviews, and site visits this report has provided a broad description of the distance learning environment in Florida's community colleges, focusing on the emerging interactive technologies—teleclasses and online courses—and key stakeholders—students and faculty. In considering this initial review, certain limitations must be acknowledged. This review attempts to describe what is, not what should be. In this report no comparison is made to assessments of the traditional classroom experience. Nor is there any attempt to assess student retention/success or barriers that may prohibit students from taking distance learning courses. Future studies should address these issues.

Several themes emerge from a review of these findings. Community college administrators view distance learning as an opportunity to provide access and needed service to untapped markets in their service areas and beyond. In this regard they appear to be successful, given that 47% of the online students and 32% of the teleclass students in the study stated that they would not have been able to take the course they were in if it had not been available via distance learning. The results of the study indicate that community college students appreciate the access and convenience of distance learning courses and are willing to adapt to and accommodate themselves to the technology. So, it appears that students and administrators both see that distance learning can help them meet their goals. To do this, however, both groups need committed and adequately prepared faculty.

Of the groups examined in this study, faculty seem to be less satisfied with distance learning than were the students surveyed. In this regard Florida's community colleges reflect national concerns. While student satisfaction with distance learning courses ranged from 67% to 84%, fifty-eight percent (58%) of the faculty who responded to the survey indicated that their teaching experience with distance learning had been positive. In the response to the quality question, two thirds of the faculty perceived the quality to be as good as or better than traditional approaches, but approximately one-third (35%) of the faculty respondents perceived distance learning courses to be a worse learning experience than the traditional classroom or even ineffective.

Factors which play a part in the lack of some faculty members' enthusiasm for distance learning may be represented in the 68% who stated that course development and class preparation is greater for distance learning courses. In addition, the faculty who responded perceived that, on the whole, there were no adequate rewards or incentives being offered to compensate them for the workload involved in distance learning instruction. This sentiment was clearly expressed both in the responses to specific survey questions and in the additional comments added. Another factor at work in faculty reluctance toward distance learning may be their lack of training to prepare them for distance learning. The responses indicate that many faculty are not given any training before they embark on distance learning efforts.

Administrators must recognize and address these issues if they hope to meet their goals of increased course delivery via distance learning. Several colleges have begun to expend significant dollars from their Staff and Program Development (SPD) funds for distance education related development. In addition, both the Consortium and the Florida Virtual College will provide statewide staff development opportunities and become tools to assist this effort. As the distance learning marketplace expands, students will have a wider variety of educational choices and competition will increase. The colleges that are successful in providing quality courses to

distant students will be those that have successfully responded to the issues that emerged in this study. The leaders will be those who have planned and carried out strategies to improve student and faculty satisfaction and those who have made a financial commitment to the necessary support and infrastructure needed to create a learning experience where students are successful and faculty have the tools they need to facilitate student learning.

Conclusion

Overall, this study yields three significant findings. First, students satisfaction with distance learning courses is high. Second, distance learning is increasing access for students who otherwise would not be able to come to campus to take courses. Third, there appears to be a need to strengthen opportunities for faculty members to receive appropriate training to prepare and instruct using distance learning technologies.

The Florida Community College Distance Learning Consortium is aware of the faculty training issue and is in the process of taking steps to address it. It is the intent of the Consortium to hire an individual whose sole responsibility will be to provide technical assistance to the colleges. This individual will train faculty with the goal of increasing their confidence and proficiency in both the development of courses and instruction through the use of on-line or telecourse instruction.

In addition, the quality issue has been addressed at the state level through two major initiatives, both of which have addressed the Commission on Colleges Southern Association of Colleges and Schools (SACS) criteria. The FCCS has made available appropriate support services for distance learners through the development of the Florida Academic Counseling and Tracking System (FACTS), and through the Distance Library Learning Initiative (DLLI). FACTS serves as the electronic student services support system and DLLI assures statewide remote library support (the two key SACS requirements). Among the services offered through FACTS, students may gain electronic access to college transcript information, degree audits,

degree shopping, financial aid information, and determine what upper division courses are required for specific majors. Distance Learning Library Initiative is a collaborative effort among state universities, community colleges, and public libraries to provide distance education library services for higher education in Florida. Services provided through DLLI include: electronic resources encompassing over 70 data bases ranging from electronic abstracts to full-text journals and encyclopedias, a reference and referral center, library user training, book borrowing privileges, and a document delivery station. The courier services to book borrowers across the state provides overnight delivery to and from over 416 public and academic library locations in Florida. The service has been overwhelmingly successful. In addition, the College Center for Library Automation (CCLA) has provided quality library and technology related services to all 28 community colleges for the past ten years. These initiatives have put Florida colleges well ahead of many other states in the nation with regard to distance learning services.

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Appendices

A. List of Community College Distance Learning Courses offered Spring, 1999
Glossary of Delivery Methods

B. Distance Learning Faculty Survey

C. Distance Learning Faculty Comments

D. Online Student Survey

E. Teleclass Survey--Onsite Students

F. Teleclass Survey--Remote Sit Students

GLOSSARY OF DELIVERY METHODS

Delivery Method Description

Internet * Course information, instruction, interaction, and assignments transferred over the internet in real time or asynchronously. Computer modem and internet connection required.
2-way TV * The learner and instructor are at designated remote TV sites where real time interaction takes place. 2-way TV is similar to a traditional classroom.
Multi * These courses incorporate a variety of technologies such as the Internet, CD-ROM, video, and print materials.
Print * Course content is delivered via print This type of course is also referred to as correspondence, independent study, or AIM.
Video * Video is the primary lecture method. Videos may be viewed on local TV or checked out of the library. Additional reading may be required

* General guidelines. For specific information, contact the college regarding each course.

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Community College Distance Learning Courses **Spring, 1999**

Course	Course Name	Delivery Type	College Name
ABE 099LC	Adult Basic Education Language C	Video	Gulf Coast CC
ABE 099LD	Adult Basic Education Language D	Video	Gulf Coast CC
ABE 099MC	Adult Basic Education Mathematics C	Video	Gulf Coast CC
ABE 099MD	Adult Basic Education Mathematics D	Video	Gulf Coast CC
ABE 099RC	Adult Basic Education Reading C	Video	Gulf Coast CC
ABE 099RD	Adult Basic Education Reading D	Video	Gulf Coast CC
ACG 2001	Principles of Accounting	Internet	Santa Fe CC
ACG 2001	Principles of Accounting	Video	Broward CC
ACG 2011	Principles of Accounting II	Internet	Santa Fe CC
ACG 2011	Principles of Accounting II	Video	Broward CC
ACG 2021	Financial Accounting	2-way TV	Pensacola JrC
ACG 2021	Financial Accounting	Internet	Brevard CC
ACG 2021	Financial Accounting	Internet	Central Florida CC
ACG 2021	Financial Accounting	Internet	FL CC @Jax.
AER 0410	Brake Systems	Internet	Central Florida CC
AER 0410	Brake Systems	Print	Central Florida CC
AMH 1010	Early American History	Video	Hillsborough CC
AMH 1020	Modern American History	Video	Hillsborough CC
AMH 1020	Modern American History	Video	South Florida CC
AMH 1041	American Experience I	Internet	Tallahassee CC
AMH 1050	American Experience II	Internet	Tallahassee CC
AMH 2010	US History I - to 1877	Internet	Brevard CC
AMH 2010	US History I - to 1877	Internet	Valencia CC
AMH 2010	US History I - to 1877	Video	Broward CC
AMH 2010	US History I - to 1877	Video	FL CC @Jax.
AMH 2010	US History I - to 1877	Video	Indian River CC
AMH 2010	US History I - to 1877	Video	Lake City CC
AMH 2010	US History I - to 1877	Video	Pensacola JrC
AMH 2010	US History I - to 1877	Video	St. Petersburg JrC
AMH 2010	US History I - to 1877	Video	Tallahassee CC
AMH 2020	US History II - 1865 to present	Internet	Brevard CC
AMH 2020	US History II - 1865 to present	Internet	Indian River CC
AMH 2020	US History II - 1865 to present	Multi	Pasco-Hernando CC
AMH 2020	US History II - 1865 to present	Print	Pensacola JrC
AMH 2020	US History II - 1865 to present	Video	Broward CC
AMH 2020	US History II - 1865 to present	Video	Edison CC
AMH 2020	US History II - 1865 to present	Video	FL CC @Jax.
AMH 2020	US History II - 1865 to present	Video	Gulf Coast CC
AMH 2020	US History II - 1865 to present	Video	Indian River CC
AMH 2020	US History II - 1865 to present	Video	Palm Beach CC
AMH 2020	US History II - 1865 to present	Video	Pensacola JrC
AMH 2020	US History II - 1865 to present	Video	St. Johns River CC
AMH 2020	US History II - 1865 to present	Video	St. Petersburg JrC
AML 2020	American Literature after 1865	2-way TV	Indian River CC
AML 2300	Major American Writers	Internet	Tallahassee CC
ANT 1410	Introduction to Cultural Anthropology	Video	Edison CC
ANT 2000	General Anthropology	Video	Gulf Coast CC
ANT 2410	Introduction to Cultural Anthropology	Video	FL CC @Jax.
ANT 2410	Introduction to Cultural Anthropology	Video	Indian River CC
ANT 2410	Introduction to Cultural Anthropology	Video	St. Petersburg JrC
APA 1111	Accounting I	Video	St. Petersburg JrC
APA 1121	Accounting II	Video	St. Petersburg JrC
ARH 1000	Art Appreciation	Internet	Santa Fe CC
ARH 1000	Art Appreciation	Video	Hillsborough CC
ARH 1000	Art Appreciation	Video	Lake City CC
ARH 1000	Art Appreciation	Video	St. Petersburg JrC
ARH 2000	Humanities Art	Print	Pensacola JrC
ARH 2000	Humanities Art	Video	Pensacola JrC
ARH 2050	History of Art (Early)	Video	Palm Beach CC
ARH 2051	Art History Criticism II	Video	Indian River CC
ARH 2052	Art of the Western World	Video	Edison CC
ARN 1000	Art Appreciation	Internet	Palm Beach CC
AST 1002	Astronomy	Internet	Brevard CC

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Appendix A

Community College Distance Learning Courses **Spring, 1999**

Course	Course Name	Delivery Type	College Name
AST 1002	Astronomy	Internet	Palm Beach CC
AST 1002	Astronomy	Video	Broward CC
AST 1002	Astronomy	Video	Gulf Coast CC
AST 1002	Astronomy	Video	Hillsborough CC
AST 1002	Astronomy	Video	Indian River CC
AST 1002	Astronomy	Video	Lake City CC
AST 1002	Astronomy	Video	Palm Beach CC
AST 1002	Astronomy	Video	South Florida CC
AST 1002	Astronomy	Video	St. Petersburg JrC
AST 1005	Descriptive Astronomy	2-way TV	Pensacola JrC
AST 1005	Descriptive Astronomy	Video	Pensacola JrC
AST 1005L	Descriptive Astronomy Lab	Internet	Pensacola JrC
BSC 1005	General Biological Science I	Internet	FL CC @Jax.
BSC 1005	General Biological Science I	Internet	Indian River CC
BSC 1005	General Biological Science I	Internet	St. Petersburg JrC
BSC 1005	General Biological Science I	Internet	Tallahassee CC
BSC 1005	General Biological Science I	Video	Broward CC
BSC 1005	General Biological Science I	Video	FL CC @Jax.
BSC 1005	General Biological Science I	Video	Gulf Coast CC
BSC 1005	General Biological Science I	Video	Hillsborough CC
BSC 1005	General Biological Science I	Video	Indian River CC
BSC 1005	General Biological Science I	Video	Pensacola JrC
BSC 1005	General Biological Science I	Video	St. Petersburg JrC
BSC 1010	General Biology	Internet	Palm Beach CC
BSC 1010	General Biology	Video	Lake City CC
BSC 1010L	Prin of Biology - Lab	Internet	Palm Beach CC
BSC 1030	Environmental Biology	Video	Edison CC
BSC 1030L	Environmental Biology Lab	Video	Edison CC
BSC 1050	Environmental Science	Internet	Central Florida CC
BSC 1050	Environmental Science	Internet	Palm Beach CC
BSC 1050	Environmental Science	Internet	Tallahassee CC
BSC 1085	Anatomy-Physiology I	2-way TV	Edison CC
BSC 1085	Anatomy-Physiology I	Internet	Palm Beach CC
BSC 1086	Anatomy and Physiology II	Internet	Palm Beach CC
BSC 1093	Anatomy and Physiology I	2-way TV	Pensacola JrC
BSC 1930	Biological Issues	Internet	St. Petersburg JrC
BSC 2010	Fundamentals of Biology I	2-way TV	Pensacola JrC
BSC 2050	Energy and Ecology	Internet	Santa Fe CC
BSC 2085	Human Anatomy and Physiology I	Video	Gulf Coast CC
BSC 2085L	Human Anatomy and Physiology I Lab	Video	Gulf Coast CC
BSC 2086	Human Anatomy and Physiology II	Video	Gulf Coast CC
BSC 2086L	Human Anatomy and Physiology II Lab	Video	Gulf Coast CC
bsc1050	environmental science	Internet	Valencia CC
BSCC 1092	Survey of Human Anatomy & Physiology	Internet	Brevard CC
BUL 1241	Business Law I	Video	St. Johns River CC
BUL 2130	Business Law I	Video	FL CC @Jax.
BUL 2241	Business Law I	Internet	Tallahassee CC
BUL 2241	Business Law I	Video	Broward CC
BUL 2241	Business Law I	Video	Indian River CC
BUL 2241	Business Law I	Video	South Florida CC
BUL 2242	Business Law II	2-way TV	Edison CC
BUL 2242	Business Law II	Video	Broward CC
BUL 2242	Business Law II	Video	Indian River CC
CCJ 1020	Introduction to Criminal Justice	Internet	Brevard CC
CCJ 1020	Introduction to Criminal Justice	Internet	Edison CC
CCJ 1020	Introduction to Criminal Justice	Video	St. Petersburg JrC
CCJ 2010	Criminology	2-way TV	Central Florida CC
CCJ 2220	Criminal Law	2-way TV	Indian River CC
CCJ 2250	Constitutional Law & Rules of Evidence	Video	St. Petersburg JrC

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Course	Course Name	Delivery Type	College Name
CEN 2522	Network Technologies	Internet	Santa Fe CC
CGS 1000	Microsoft Works	Internet	Brevard CC
CGS 1000	Microsoft Works	Internet	Edison CC
CGS 1000	Microsoft Works	Internet	Santa Fe CC
CGS 1000	Microsoft Works	Internet	Tallahassee CC
CGS 1041	Electronic Access to Health Sciences Resources	Internet	Indian River CC
CGS 1050	Electronic Access to Information	Internet	Indian River CC
CGS 1052	Intro. To Electronic Access Information	Internet	Indian River CC
CGS 1060	Introduction to Comp. Concepts	Internet	Miami-Dade CC
CGS 1060	Introduction to Comp. Concepts	Multi	FL CC @Jax.
CGS 1061	Introduction to Microcomputers	Internet	Valencia CC
CGS 1100	Introduction to Computers & Technology	Internet	Central Florida CC
CGS 1100	Introduction to Computers & Technology	Internet	Edison CC
CGS 1100	Introduction to Computers & Technology	Internet	FL CC @Jax.
CGS 1100	Introduction to Computers & Technology	Internet	Hillsborough CC
CGS 1100	Introduction to Computers & Technology	Internet	South Florida CC
CGS 1107	Introduction to Computers	Internet	Indian River CC
CGS 1263	Introduction to Networks	Internet	Tallahassee CC
CGS 1516	Excel I	Internet	Indian River CC
CGS 1530	Microcomputer Applications Processing	Internet	Brevard CC
CGS 1540	Intro to Access	Internet	Indian River CC
CGS 1550	Introduction to LANs	Internet	Hillsborough CC
CGS 1555	Introduction to the Internet	Internet	Hillsborough CC
CGS 1570	Microcomputer Applications	Internet	FL CC @Jax.
CGS 1570	Microcomputer Applications	Internet	Palm Beach CC
CGS 2100	Micro Computer Fundamentals	Internet	Valencia CC
CGS 2301	Management Information Systems	Internet	Hillsborough CC
CGS 2512	Spreadsheet Con	Internet	FL CC @Jax.
CGS 2555	Introduction to the Internet	Internet	FL CC @Jax.
CGS 2820	Web Authoring - HTML	Internet	Hillsborough CC
CGS 2933	Intro To The Internet	Internet	South Florida CC
CHD 1220	Child Growth and Development I	Video	Indian River CC
CHM 1015	Principles of Chemistry	Internet	Palm Beach CC
CHM 1015	Principles of Chemistry	Video	Palm Beach CC
CHM 1020	Chemistry for Liberal Arts	Multi	FL CC @Jax.
CHM 1020	Chemistry for Liberal Arts	Video	South Florida CC
CHM 1020L	Introduction to Chemistry Laboratory	Video	South Florida CC
CHM 1025	Introductory Chemistry	Video	Gulf Coast CC
CHM 1025	Introductory Chemistry	Video	Indian River CC
CHM 1030	College Chemistry	Internet	Brevard CC
CHM 1030	College Chemistry	Internet	Santa Fe CC
CHM 1032	General Chemistry Health	Internet	Tallahassee CC
CHM 1033	Chemistry for Health Sciences	Video	Gulf Coast CC
CHM 1033L	Elements of Biochemistry Lab	Print	Gulf Coast CC
CHM 1045	General Chemistry	Internet	Central Florida CC
CHM 1045	General Chemistry	Internet	Indian River CC
CHM 1045	General Chemistry	Multi	Hillsborough CC
CHM 1045	General Chemistry	Video	Gulf Coast CC
CHM 2030	Intro to College Chemistry	Video	Edison CC
CHM 2030L	Intro to College Chemistry Lab	Video	Edison CC
CHM 2045	General Chemistry	Video	Edison CC
CHM 2045C	General Chemistry I (lecture and lab)	Multi	FL CC @Jax.
CHM 2046	General Chemistry II	Internet	South Florida CC
CHM 2046	General Chemistry II	Video	Edison CC
CHM 2046L	General Chemistry II Lab	Internet	South Florida CC

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Course	Course Name	Delivery Type	College Name
CHM 2210	Organic Chemistry I	2-way TV	Edison CC
CHM 2210	Organic Chemistry I	Video	Gulf Coast CC
CHM 2211	Organic Chemistry II	2-way TV	Edison CC
CHM 2211	Organic Chemistry II	Video	Gulf Coast CC
CIS 1000	Introduction to Computer Science	Internet	Miami-Dade CC
CIS 2321	Business Systems Analysis	Internet	Valencia CC
CJD 0001	Law Enforcement Auxiliary	Video	Gulf Coast CC
CJD 1706	Criminal Justice Legal I Bridge Course	Internet	Central Florida CC
CJD 1707	Criminal Justice Legal II Bridge Course	Internet	Central Florida CC
CJD 1708	Criminal Justice Communications Bridge Course	Internet	Central Florida CC
CJD 1709	Criminal Justice Interpersonal Skills I Bridge	Internet	Central Florida CC
CJD 1726	Law Enforcement Legal III Bridge Course	Internet	Central Florida CC
CJD 1727	Law Enforcement Patrol Bridge Course	Internet	Central Florida CC
CJD 1728	Law Enforcement Traffic Bridge Course	Internet	Central Florida CC
CJD 1729	Law Enforcement Investigations Bridge Course	Internet	Central Florida CC
CJD 1746	Interpersonal Skills II Bridge Course	Internet	Central Florida CC
CJD 1748	Corrections Operations Bridge Course	Internet	Central Florida CC
CLP 1000	Personal and Social Adjustment	Video	Edison CC
CLP 2140	Abnormal Psychology	Internet	Santa Fe CC
CLP 2452	Helping Intervention	Internet	Santa Fe CC
COP 1000	Computer Concepts	Video	St. Petersburg JrC
COP 1170	Introduction to Visual Basic	Internet	Tallahassee CC
COP 1800	Intro to Java Programming	Internet	Indian River CC
COP 2220	Introduction to C Programming	Internet	Santa Fe CC
COP 2332	Introduction to Windows Programming - Visual Basic	Internet	FL CC @Jax.
COP 2334	Programming in C++	Internet	Palm Beach CC
COP 2802	Programming in JavaScript	Internet	Palm Beach CC
COP 2822	Web Page Design	Internet	Palm Beach CC
COP 2822	Web Page Design	Internet	Valencia CC
CRW 2000	Creative Writing	Internet	Palm Beach CC
CTE 1401	Introduction to Fiber Technology	2-way TV	Pensacola JrC
DAN 1100	Dance Appreciation	Internet	Santa Fe CC
DEA 0020C	Pre-clinical Procedures	Video	Gulf Coast CC
DEA 0200	Dental Practice Management	Video	Gulf Coast CC
DEA 0300	Dental Health Education	Video	Gulf Coast CC
DEA 0302	Dental Nutrition	Video	Gulf Coast CC
DEA 0800L	Clinical Practice I	Video	Gulf Coast CC
DEA 0820C	Expanded Functions	Video	Gulf Coast CC
DEA 0850C	Clinical Practice II	Video	Gulf Coast CC
DEA 0851L	Clinical Practice III	Video	Gulf Coast CC
DEP 2000	Psychology of Child and Youth	Video	Gulf Coast CC
DEP 2001	Child Development	Video	Central Florida CC
DEP 2001	Child Development	Video	Pensacola JrC
DEP 2002	Child Psychology	Print	Florida Keys CC
DEP 2002	Child Psychology	Video	South Florida CC
DEP 2003	Human Growth and Development	Video	Pensacola JrC
DEP 2004	Human Growth and Development	2-way TV	Indian River CC
DEP 2004	Human Growth and Development	Print	Lake City CC
DEP 2004	Human Growth and Development	Video	Broward CC
DEP 2004	Human Growth and Development	Video	Gulf Coast CC
DEP 2102	Child Psychology	Internet	Palm Beach CC
DEP 2102	Child Psychology	Video	Broward CC

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Community College Distance Learning Courses **Spring, 1999**

Course	Course Name	Delivery Type	College Name
DEP 2102	Child Psychology	Video	Edison CC
DEP 2102	Child Psychology	Video	FL CC @Jax.
DEP 2102	Child Psychology	Video	Hillsborough CC
DEP 2102	Child Psychology	Video	Indian River CC
DEP 2102	Child Psychology	Video	St. Petersburg JrC
DES 1010	Head & Neck Anatomy	Video	Gulf Coast CC
DES 1021	Dental Anatomy	Video	Gulf Coast CC
DES 1044	Oral Pathology	Print	Gulf Coast CC
DES 1051	Pharmacology/Dental off. Emer.	Video	Gulf Coast CC
DES 1060	Introduction to Microbiology	Video	Gulf Coast CC
DES 1100C	Dental Materials	Video	Gulf Coast CC
DES 1200C	Radiology I	Video	Gulf Coast CC
DES 1201	Radiology II	Video	Gulf Coast CC
DES 1201L	Radiology II Lab	Video	Gulf Coast CC
DES 1320	Basic Comm. And Human Relations	Video	Gulf Coast CC
DES 1400	Anatomy and Physiology	Video	Gulf Coast CC
DIE 2201	Nutrition & Diet	2-way TV	Indian River CC
ECO 1013	Macroeconomics	Video	Hillsborough CC
ECO 1023	Microeconomics	Video	Hillsborough CC
ECO 2000	Introduction to Economics	Video	Indian River CC
ECO 2013	Economics I (Macro)	2-way TV	Pensacola JrC
ECO 2013	Economics I (Macro)	Internet	Brevard CC
ECO 2013	Economics I (Macro)	Internet	Central Florida CC
ECO 2013	Economics I (Macro)	Internet	Valencia CC
ECO 2013	Economics I (Macro)	Print	Pensacola JrC
ECO 2013	Economics I (Macro)	Video	Edison CC
ECO 2013	Economics I (Macro)	Video	FL CC @Jax.
ECO 2013	Economics I (Macro)	Video	Palm Beach CC
ECO 2013	Economics I (Macro)	Video	Pensacola JrC
ECO 2013	Economics I (Macro)	Video	South Florida CC
ECO 2013	Economics I (Macro)	Video	St. Petersburg JrC
ECO 2023	Economics II (Micro)	2-way TV	Indian River CC
ECO 2023	Economics II (Micro)	2-way TV	Pensacola JrC
ECO 2023	Economics II (Micro)	Internet	Brevard CC
ECO 2023	Economics II (Micro)	Internet	Indian River CC
ECO 2023	Economics II (Micro)	Internet	Valencia CC
ECO 2023	Economics II (Micro)	Print	St. Johns River CC
ECO 2023	Economics II (Micro)	Video	Broward CC
ECO 2023	Economics II (Micro)	Video	Edison CC
ECO 2023	Economics II (Micro)	Video	FL CC @Jax.
ECO 2023	Economics II (Micro)	Video	Gulf Coast CC
ECO 2023	Economics II (Micro)	Video	Palm Beach CC
ECO 2023	Economics II (Micro)	Video	Pensacola JrC
ECO 2023	Economics II (Micro)	Video	South Florida CC
ECO 2023	Economics II (Micro)	Video	St. Johns River CC
EDF1005	Introduction to Education	Internet	Santa Fe CC
EGSC 1110	Engineering Graphics I	Internet	Brevard CC
EMS 1381C	Emergency Medical Technician Refresher	Video	Gulf Coast CC
EMS 2391C	Paramedic Recertification	Video	Gulf Coast CC
ENC 1091	Essential Elements of English Grammar	Multi	Miami-Dade CC
ENC 1101	English Composition I	Internet	Brevard CC
ENC 1101	English Composition I	Internet	Central Florida CC
ENC 1101	English Composition I	Internet	Indian River CC
ENC 1101	English Composition I	Internet	Santa Fe CC
ENC 1101	English Composition I	Internet	St. Petersburg JrC
ENC 1101	English Composition I	Multi	FL CC @Jax.
ENC 1101	English Composition I	Multi	Miami-Dade CC
ENC 1101	English Composition I	Video	Edison CC
ENC 1101	English Composition I	Video	FL CC @Jax.
ENC 1101	English Composition I	Video	Gulf Coast CC

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Community College Distance Learning Courses **Spring, 1999**

Course	Course Name	Delivery Type	College Name
ENC 1101	English Composition I	Video	Hillsborough CC
ENC 1101	English Composition I	Video	Indian River CC
ENC 1101	English Composition I	Video	St. Johns River CC
ENC 1101	English Composition I	Video	St. Petersburg JrC
ENC 1102	English Composition II	Internet	Brevard CC
ENC 1102	English Composition II	Internet	Central Florida CC
ENC 1102	English Composition II	Internet	Edison CC
ENC 1102	English Composition II	Internet	Indian River CC
ENC 1102	English Composition II	Internet	Palm Beach CC
ENC 1102	English Composition II	Internet	Santa Fe CC
ENC 1102	English Composition II	Internet	St. Petersburg JrC
ENC 1102	English Composition II	Multi	Miami-Dade CC
ENC 1102	English Composition II	Video	Broward CC
ENC 1102	English Composition II	Video	Edison CC
ENC 1102	English Composition II	Video	FL CC @Jax.
ENC 1102	English Composition II	Video	Gulf Coast CC
ENC 1102	English Composition II	Video	Hillsborough CC
ENC 1102	English Composition II	Video	Indian River CC
ENC 1102	English Composition II	Video	Lake City CC
ENC 1102	English Composition II	Video	Palm Beach CC
ENC 1102	English Composition II	Video	Pensacola JrC
ENC 1102	English Composition II	Video	St. Johns River CC
ENC 1102	English Composition II	Video	St. Petersburg JrC
ENC 1135	Advanced College Writing	Internet	Indian River CC
ENC 2301	Supplementary Composition Skills	Internet	Santa Fe CC
ENC 2301	Supplementary Composition Skills	Print	Gulf Coast CC
ENC 2302	Supplementary Composition Skills	Print	Gulf Coast CC
ENC 2303	Supplementary Composition Skills	Print	Gulf Coast CC
ENC 2321	Composition III	Video	St. Johns River CC
ENC 2324	Supplementary Composition Skills	Print	Gulf Coast CC
ENG 2100	Introduction to Film	Internet	Valencia CC
ENG 2101	Film as Literature	Video	Broward CC
ENG 2930	Introduction to Film	Internet	Santa Fe CC
ENL 2000	British Literature	Internet	Tallahassee CC
ENL 2022	English Literature: Romantic Movement to Present	Internet	Indian River CC
ENL 2330	Introduction to Shakespeare	Video	Broward CC
ENS 1380	ESL: Oral Communication	Video	Gulf Coast CC
ESL 0181	ESL: Basic Communication	Video	Gulf Coast CC
ETI 1720	Industrial Safety	2-way TV	Pensacola JrC
EUH 1000	Western Civilization I	Internet	Brevard CC
EUH 1000	Western Civilization I	Internet	Tallahassee CC
EUH 1000	Western Civilization I	Video	FL CC @Jax.
EUH 1000	Western Civilization I	Video	St. Petersburg JrC
EUH 1001	Western Civilization II	2-way TV	Lake City CC
EUH 1001	Western Civilization II	Internet	FL CC @Jax.
EUH 1001	Western Civilization II	Video	Broward CC
EUH 1001	Western Civilization II	Video	Edison CC
EUH 1001	Western Civilization II	Video	Gulf Coast CC
EUH 1001	Western Civilization II	Video	Indian River CC
EUH 1001	Western Civilization II	Video	South Florida CC
EUH 1001	Western Civilization II	Video	St. Petersburg JrC
EUH 1002	Western Civilization: 1815 to Present	Internet	Indian River CC
EVR 1001	Introduction to Environmental Science	Internet	Brevard CC
EVR 1001	Introduction to Environmental Science	Video	Gulf Coast CC
EVS 1101	Introduction To Environmental Science	Video	St. Petersburg JrC
EVS 1640	Haz. Materials Regulations I (OSHA)	Internet	Brevard CC
FIL 2100	Motion Picture Writing I	Internet	St. Petersburg JrC
FIL 2110	Motion Picture Writing II	Internet	St. Petersburg JrC
FIL 2400	American Cinema	Video	Edison CC
FIN 1100	Consumer Finance	Video	Broward CC

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Course	Course Name	Delivery Type	College Name
FIN 1100	Consumer Finance	Video	Hillsborough CC
FIN 1100	Consumer Finance	Video	St. Petersburg JrC
FIN 2100	Personal Fin. and Money Mgt.	Video	Pensacola JrC
FRE 1120	French I	Video	Edison CC
FRE 1120	French I	Video	St. Petersburg JrC
FRE 1121	Elementary French II	Video	FL CC @Jax.
FRE 1121	Elementary French II	Video	Indian River CC
FRE 1121	Elementary French II	Video	St. Petersburg JrC
GCO 1400	Turfgrass-Golf & Landscape	Internet	Central Florida CC
GEA 1000	World Geography	Video	FL CC @Jax.
GEA 2000	World Geography	2-way TV	Indian River CC
GEA 2000	World Geography	Video	Broward CC
GEA 2000	World Geography	Video	Central Florida CC
GEA 2000	World Geography	Video	Indian River CC
GEB 1011	Introduction to Business	2-way TV	Central Florida CC
GEB 1011	Introduction to Business	Internet	Valencia CC
GEB 1011	Introduction to Business	Video	Broward CC
GEB 1011	Introduction to Business	Video	Central Florida CC
GEB 1011	Introduction to Business	Video	Edison CC
GEB 1011	Introduction to Business	Video	FL CC @Jax.
GEB 1011	Introduction to Business	Video	Gulf Coast CC
GEB 1011	Introduction to Business	Video	Hillsborough CC
GEB 1011	Introduction to Business	Video	Lake City CC
GEB 1011	Introduction to Business	Video	Pensacola JrC
GEB 1011	Introduction to Business	Video	St. Petersburg JrC
GEB 2112	Entrepreneurship	Video	Broward CC
GED 099CR	GED Program - Preparatory	Video	Gulf Coast CC
GEO 1010	Principles of Geography	Video	Gulf Coast CC
GEO 2370	Conservation of Natural Resources	Video	Broward CC
GLY 1000	Introduction to Geology	Video	Edison CC
GLY 1000	Introduction to Geology	Video	Palm Beach CC
GLY 1000	Introduction to Geology	Video	South Florida CC
GLY 1001	Earth/Space Science	Internet	Valencia CC
GLY 1001	Earth/Space Science	Print	Pensacola JrC
GLY 1001	Earth/Space Science	Video	FL CC @Jax.
GLY 1001	Earth/Space Science	Video	Hillsborough CC
GLY 1001	Earth/Space Science	Video	Pensacola JrC
GLY 1010	Physical Geology	Video	Gulf Coast CC
GLY 1010	Physical Geology	Video	Indian River CC
GLY 1032	Earth Revealed	Video	St. Petersburg JrC
GLY 2010	Physical Geology	Video	Central Florida CC
GSCL1010	Biology Lab	Video	Lake City CC
HFT 1000	Hospitality Management, Intro to	Internet	Brevard CC
HLP 1081	Personal Wellness	Internet	Brevard CC
HLP 1081	Personal Wellness	Internet	Central Florida CC
HLP 1081	Personal Wellness	Print	Central Florida CC
HLP 1081	Personal Wellness	Video	Central Florida CC
HLP 1081	Personal Wellness	Video	St. Petersburg JrC
HSC 1000	Introduction to Health	2-way TV	Central Florida CC
HSC 1100	Personal/Community Health	Internet	Brevard CC
HSC 1102C	Introduction to Healthy Living	Print	Broward CC
HSC 1102C	Introduction to Healthy Living	Video	Broward CC
HSC 1130	Living with Health	Video	Edison CC
HSC 1130	Living with Health	Video	Florida Keys CC
HSC 2100	Personal and Community Health	Video	Broward CC
HSC 2100	Personal and Community Health	Video	Gulf Coast CC
HSC 2100	Personal and Community Health	Video	Indian River CC
HSC 2100	Personal and Community Health	Video	Palm Beach CC
HSC 2100	Personal and Community Health	Video	St. Petersburg JrC
HSC 2531	Medical Terminology I	2-way TV	Indian River CC
HSC 2531	Medical Terminology I	Multi	Miami-Dade CC
HUM 1001	Nutrition	Video	Edison CC

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Course	Course Name	Delivery Type	College Name
HUM 1021	Introduction to the Humanities	Internet	Central Florida CC
HUM 1533	Humanities: Philosophy	Video	Indian River CC
HUM 2211	Humanities: The Foundation	Video	FL CC @Jax.
HUM 2211	Humanities: The Foundation	Video	St. Johns River CC
HUM 2228	Studies in Humanities: Renaissance	Video	Edison CC
HUM 2230	Western Humanities II	2-way TV	Edison CC
HUM 2230	Western Humanities II	Internet	Brevard CC
HUM 2230	Western Humanities II	Video	St. Petersburg JrC
HUM 2270	East-West Synthesis of Humanities	Internet	St. Petersburg JrC
HUM 2551	Philosophy/Religion Humanities	Internet	Lake City CC
HUMF 2472	Intercultural Explorations: Latin America	Multi	FL CC @Jax.
HUN 1201	Human Nutrition	2-way TV	Central Florida CC
HUN 1201	Human Nutrition	Internet	Brevard CC
HUN 1201	Human Nutrition	Video	FL CC @Jax.
HUN 1201	Human Nutrition	Video	Gulf Coast CC
HUN 1201	Human Nutrition	Video	Pensacola JrC
INP 2121	Applied Psychology	Internet	Santa Fe CC
ISC 1010	History of Natural Science	Internet	Brevard CC
ISC 1010	History of Natural Science	Internet	Santa Fe CC
ISC 1140	Earth and Its Environment	Internet	Tallahassee CC
ISC 1141	Planet Earth	Video	St. Petersburg JrC
ISS 1010	Introduction to Social Science	Internet	Central Florida CC
JOU 2100	Journalism Writing and Reporting	2-way TV	Central Florida CC
LIS 1002	Introduction to Internet Research	Internet	Indian River CC
LIS 1002	Introduction to Internet Research	Internet	Palm Beach CC
LIS 1002	Introduction to Internet Research	Internet	Pensacola JrC
LIS 1002	Introduction to Internet Research	Internet	Santa Fe CC
LIS 1002	Introduction to Internet Research	Internet	Seminole CC
LIS 1002	Introduction to Internet Research	Print	Central Florida CC
LIS 1010	Introduction to Library Operations	Internet	Indian River CC
LIS 1012	Technology in the Library	Internet	Indian River CC
LIS 2002	Introduction to Internet Research	Internet	North Florida CC
LIS 2004	Introduction to Internet Research	Internet	Palm Beach CC
LIS 2004	Introduction to Internet Research	Internet	Santa Fe CC
LIT 2000	Introduction to Literature	Video	FL CC @Jax.
LIT 2090	Contemporary Literature	Internet	Valencia CC
LIT 2100	Masterpieces of the World	Internet	Tallahassee CC
LIT 2110	World Literature: Ancient to Renaissance	Video	Gulf Coast CC
MAC 1102	Algebra	2-way TV	Hillsborough CC
MAC 1102	Algebra	Video	Hillsborough CC
MAC 1104	College Algebra	Internet	Brevard CC
MAC 1104	College Algebra	Video	Indian River CC
MAC 1105	College Algebra	Internet	Santa Fe CC
MAC 1105	College Algebra	Internet	Tallahassee CC
MAC 1105	College Algebra	Video	Broward CC
MAC 1105	College Algebra	Video	Gulf Coast CC
MAC 1105	College Algebra	Video	Palm Beach CC
MAC 1105	College Algebra	Video	Pensacola JrC
MAC 1105	College Algebra	Video	St. Petersburg JrC
MAC 1114	Plane Trigonometry	Video	Pensacola JrC
MAC 1140	Pre-Calculus Algebra	2-way TV	Indian River CC
MAC 1140	Pre-Calculus Algebra	2-way TV	Pensacola JrC
MAC 1140	Pre-Calculus Algebra	Video	Gulf Coast CC
MAC 2312	Calculus II	2-way TV	Central Florida CC
MAC 2312	Calculus II	2-way TV	Indian River CC
MAN 1021	Principles of Management	Video	Hillsborough CC
MAN 1800	Profitable Small Business Mgt.	Internet	Valencia CC
MAN 1800	Profitable Small Business Mgt.	Video	St. Petersburg JrC
MAN 2021	Principles of Management	Internet	Valencia CC

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Course	Course Name	Delivery Type	College Name
MAN 2021	Principles of Management	Video	Broward CC
MAN 2021	Principles of Management	Video	FL CC @Jax.
MAN 2021	Principles of Management	Video	Florida Keys CC
MAN 2021	Principles of Management	Video	Indian River CC
MAN 2021	Principles of Management	Video	Pensacola JrC
MAN 2021	Principles of Management	Video	South Florida CC
MAN 2021	Principles of Management	Video	St. Petersburg JrC
MAN 2800	Small Business Management	Video	FL CC @Jax.
MAP 2302	Differential Equations	2-way TV	Edison CC
MAR 1011	Principles of Marketing	Video	FL CC @Jax.
MAR 1011	Principles of Marketing	Video	Hillsborough CC
MAR 2011	Principles of Marketing	2-way TV	Indian River CC
MAR 2011	Principles of Marketing	2-way TV	Lake City CC
MAR 2011	Principles of Marketing	Video	South Florida CC
MAR 2011	Principles of Marketing	Video	St. Petersburg JrC
MAT 0002	Basic Mathematics	Video	Gulf Coast CC
MAT 0012	Pre-Algebra	Internet	Central Florida CC
MAT 0012	Pre-Algebra	Internet	St. Petersburg JrC
MAT 0024	Fundamentals of Algebra	Internet	Central Florida CC
MAT 0024	Fundamentals of Algebra	Internet	St. Petersburg JrC
MAT 0024	Fundamentals of Algebra	Print	Gulf Coast CC
MAT 0024	Fundamentals of Algebra	Video	FL CC @Jax.
MAT 1033	Introduction to College Algebra	Internet	St. Petersburg JrC
MAT 1033	Introduction to College Algebra	Video	FL CC @Jax.
MAT 1033	Introduction to College Algebra	Video	Gulf Coast CC
MAT 1033	Introduction to College Algebra	Video	Hillsborough CC
MAT 9024	Introduction to Algebra	Video	Edison CC
MCB 1000	Applied Microbiology	2-way TV	Pensacola JrC
MCB 2003	Microbiology	Video	Gulf Coast CC
MGF 1118	Essential Math Skills	Print	Pensacola JrC
MGF 1202	Finite Mathematics	Video	FL CC @Jax.
MGF 2202	Finite Math	Internet	Valencia CC
MKA 2021	Salesmanship	Video	South Florida CC
MKA 2021	Salesmanship	Video	St. Petersburg JrC
MLT 2192	Histotechniques II	Multi	FL CC @Jax.
MNA 1801	Entrepreneurship	Video	Indian River CC
MTB 0102	Business Mathematics	Multi	Miami-Dade CC
MTB 1103	Business Mathematics	Internet	Brevard CC
MTG 2204	Elementary Geometry	Internet	Indian River CC
MUH 2011	Music Appreciation	Internet	Pensacola JrC
MUL 2010	Music Appreciation	Multi	Broward CC
MUL 2010	Music Appreciation	Video	Gulf Coast CC
NUR 1000C	LPN/ADN Transition	Print	Gulf Coast CC
NUR 1020	DIM Clint Care a FND	Multi	Miami-Dade CC
NUR 1142	Introduction to Pharmacology	Video	Gulf Coast CC
NUR 1143	Applied Math for Nurses	Print	Gulf Coast CC
NUR 2212	Advanced Adult Nursing II	2-way TV	Edison CC
NUR 2460	Nursing of the Childbearing Family	2-way TV	Edison CC
OCE 1001	Fundamentals of Oceanography	Internet	Tallahassee CC
OCE 1001	Fundamentals of Oceanography	Multi	Miami-Dade CC
OCE 1001	Fundamentals of Oceanography	Video	Central Florida CC
OCE 1001	Fundamentals of Oceanography	Video	Palm Beach CC
OCE 2001	Oceanography	Internet	St. Petersburg JrC
OCE 2001	Oceanography	Video	Indian River CC
OCE 2001	Oceanography	Video	St. Petersburg JrC
OCE 2005	Oceanography	Video	South Florida CC
ORH 0220	Turfgrass Id. & Maintenance	Internet	Central Florida CC
ORH 0517	Woody Ornamentals	Internet	Central Florida CC
ORH 1510	Ornamental Plant Identification	Internet	Central Florida CC
OST 1100	Beginning Typing	Internet	FL CC @Jax.
OST 1100	Beginning Typing	Internet	Valencia CC

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Course	Course Name	Delivery Type	College Name
OST 1108	Building Typing Speed and Accuracy	Internet	Valencia CC
OST 1110	Intermediate Typing	Internet	Valencia CC
OST 1141	Computer Keyboard	Internet	Valencia CC
OST 1257	Medical terminology for the office	Internet	Valencia CC
OST 1257	Medical terminology for the office	Video	Gulf Coast CC
OST 1312	Introduction to MS Excel	Internet	South Florida CC
OST 1324	Business Math Using Calculators	Internet	FL CC @Jax.
OST 1384	Introduction to Customer Service	Internet	FL CC @Jax.
OST 1435	Legal Terminology	Internet	Brevard CC
OST 1467	Introduction to Body Systems	Internet	Valencia CC
OST 1611	Medical Transcription I	Internet	Valencia CC
OST 1731	Introduction to MS Word	Internet	South Florida CC
OST 1764	Introduction to Microsoft Word	Internet	Indian River CC
OST 1811	Introduction to MS Publisher	Internet	South Florida CC
OST 1828	Introduction to MS PowerPoint	Internet	South Florida CC
OST 1835	Introduction to MS Access	Internet	South Florida CC
OST 2120	Office Applications	Internet	Valencia CC
OST 2312	M/S Excel	Internet	Valencia CC
OST 2315	M/S Word	Internet	Valencia CC
OST 2316	MS Word for Windows	Internet	Valencia CC
OST 2318	M/S Excel	Internet	Valencia CC
OST 2335	Business Communications	Internet	Brevard CC
OST 2335	Business Communications	Print	Miami-Dade CC
OST 2387	CPS Exam Prep Part I	Multi	Miami-Dade CC
OST 2614	Cardiology Transcription	Internet	Valencia CC
OST 2706	Microsoft Office	Internet	Valencia CC
OST 2711	Word Perfect for Windows	Internet	Valencia CC
OST 2771	Word Processing for Windows I	Internet	FL CC @Jax.
OST 2773	Word Processing for Windows II	Internet	FL CC @Jax.
OST 2794	Internet Office Emp	Internet	Valencia CC
OST 2821	Pagemaker	Internet	Valencia CC
OST 2828	M/S Powerpoint	Internet	Valencia CC
OST 2831	Microsoft Winwo	Internet	Valencia CC
OST 2835	Microsoft Access	Internet	Valencia CC
OST 2930	Corel/Word Perfect Suite	Internet	Valencia CC
OTH 1121	Therapeutic Media	2-way TV	Central Florida CC
PCB 1431	Florida Waters Part I	Internet	Central Florida CC
PCB 1432	Florida Waters Part II	Internet	Central Florida CC
PCB 1433	Florida Waters Part III	Internet	Central Florida CC
PCB 1434	Florida Waters Part IV	Internet	Central Florida CC
PCB 2033	General Ecology	2-way TV	Pensacola JrC
PCB 2033	General Ecology	Internet	FL CC @Jax.
PHI 1600	Studies in Applied Ethics	Internet	Santa Fe CC
PHI 1600	Studies in Applied Ethics	Internet	St. Petersburg JrC
PHI 1600	Studies in Applied Ethics	Video	St. Petersburg JrC
PHI 2010	Introduction to Philosophy	Internet	Tallahassee CC
PHI 2010	Introduction to Philosophy	Video	Broward CC
PHI 2600	Ethics	Video	Broward CC
PHY 1020	Introductory Physics	Video	Gulf Coast CC
PHY 1054	General Physics II	2-way TV	Central Florida CC
PHY 2101	Modern Physics	Internet	Valencia CC
PLA 1003	Legal System and Legal Assistantship, Intro.	2-way TV	Edison CC
PLA 1003	Legal System and Legal Assistantship, Intro.	Internet	Brevard CC
PLA 1003	Legal System and Legal Assistantship, Intro.	Internet	Tallahassee CC
PLA 1104	Legal Research	Internet	Brevard CC
PLA 1303	Crim. Law, Litigation & Disc. Proced.	Internet	Brevard CC
PLA 1423	Contracts	Internet	Brevard CC
PLA 1503	Property Law	Internet	Brevard CC
PLA 2203	Litigation Procedures I	Internet	Brevard CC
PLA 2203	Litigation Procedures I	Internet	Tallahassee CC

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Course	Course Name	Delivery Type	College Name
PLA 2223	Litigation II	Internet	Tallahassee CC
PLA 2273	Torts	2-way TV	Edison CC
PLA 2273	Torts	Internet	Brevard CC
PLA 2303	Criminal law & Procedure	2-way TV	Indian River CC
PLA 2433	Business Organizations	Internet	Brevard CC
PLA 2603	Wills, Trust, and Probate	2-way TV	Edison CC
PLA 2604	Wills, Trusts, Estates, Etc.	Internet	Brevard CC
PLA 2803	Family Law	2-way TV	Edison CC
PLA 2803	Family Law	Internet	Brevard CC
PLA 2932	Bankruptcy	Internet	Brevard CC
POS 1001	Intro to Political Science	Internet	Palm Beach CC
POS 1041	American Government	Internet	Indian River CC
POS 1041	American Government	Internet	Valencia CC
POS 1041	American Government	Video	Florida Keys CC
POS 1041	American Government	Video	Hillsborough CC
POS 1041	American Government	Video	Indian River CC
POS 1041	American Government	Video	South Florida CC
POS 1041	American Government	Video	St. Johns River CC
POS 1112	American, State & Local Government	Print	Hillsborough CC
POS 2041	US Federal Gov/Am Nat. Government	Internet	Santa Fe CC
POS 2041	US Federal Gov/Am Nat. Government	Multi	Pasco-Hernando CC
POS 2041	US Federal Gov/Am Nat. Government	Video	Edison CC
POS 2041	US Federal Gov/Am Nat. Government	Video	FL CC @Jax.
POS 2041	US Federal Gov/Am Nat. Government	Video	Gulf Coast CC
POS 2041	US Federal Gov/Am Nat. Government	Video	Palm Beach CC
POS 2041	US Federal Gov/Am Nat. Government	Video	St. Petersburg JrC
POS 2112	State and Local Government	2-way TV	Central Florida CC
POS 2112	State and Local Government	Video	FL CC @Jax.
PPE 2000	Personality	2-way TV	Indian River CC
PSC 1341	Physical Science	Video	Lake City CC
PSC 1515	Energy/Natural Environment	Multi	Miami-Dade CC
PSY 1012	Psychology	Internet	FL CC @Jax.
PSY 1012	Psychology	Internet	Valencia CC
PSY 1012	Psychology	Multi	Pasco-Hernando CC
PSY 1012	Psychology	Video	FL CC @Jax.
PSY 1012	Psychology	Video	St. Petersburg JrC
PSY 2012	General Psychology	Internet	Santa Fe CC
PSY 2012	General Psychology	Multi	Miami-Dade CC
PSY 2012	General Psychology	Video	Broward CC
PSY 2012	General Psychology	Video	Gulf Coast CC
PSY 2012	General Psychology	Video	Hillsborough CC
PSY 2012	General Psychology	Video	Indian River CC
PSY 2012	General Psychology	Video	Palm Beach CC
PSY 2012	General Psychology	Video	Pensacola JrC
PSY 2012	General Psychology	Video	South Florida CC
PSY 2012	General Psychology	Video	St. Johns River CC
PSY 2013	General Psychology I	Internet	Brevard CC
PSY 2013	General Psychology I	Video	Edison CC
REA 1205	Accelerated Reading	Internet	Palm Beach CC
REL 2000	Introduction to Religion	Video	Gulf Coast CC
REL 2300	World Religions	Video	Broward CC
REL 2300	World Religions	Video	FL CC @Jax.
RET 1932	Selected Topics Seminar III	Video	Gulf Coast CC
RHT 1000	Introduction to Radiation Technology	Internet	Central Florida CC
RHT 1110	Environmental Radioactivity	Internet	Central Florida CC
RHT 1321	Radiological Instrumentation and Lab	Internet	Central Florida CC
RHT 2130	Radiation Waste Management	Internet	Central Florida CC
RHT 2416	Radiation Physics II	Internet	Central Florida CC
RHT 2701	Prof.I Development for Technicians	Internet	Central Florida CC
RTE 1001	Radiograph Pathology/Med Term.	2-way TV	Edison CC
RTE 1418	Principles of Radiographic Exposure	2-way TV	Edison CC

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Appendix A

Community College Distance Learning Courses **Spring, 1999**

Course	Course Name	Delivery Type	College Name
SLS 1101	College Success	Internet	Santa Fe CC
SLS 1122	Student Success	Internet	Valencia CC
SLS 1371	Experiential Learning Portfolio Development	Internet	Brevard CC
SLS 1501	Strategies for College Success	Internet	Palm Beach CC
SLS 1505	College Survival Skills	Multi	Miami-Dade CC
SLS 1933	Selected Topics: Career Planning	Internet	FL CC @Jax.
SPC 1060	Public Speaking	Video	St. Petersburg JrC
SPC 1600	Intro. to Speech - Communications	Video	Edison CC
SPC 1600	Intro. to Speech - Communications	Video	Indian River CC
SPC 1600	Intro. to Speech - Communications	Video	Pensacola JrC
SPC 2023	Public Speaking	Video	Edison CC
SPC 2600	Fundamentals of Speech Comm.	2-way TV	Lake City CC
SPC 2600	Fundamentals of Speech Comm.	2-way TV	Miami-Dade CC
SPC 2600	Fundamentals of Speech Comm.	Internet	Brevard CC
SPC 2600	Fundamentals of Speech Comm.	Video	FL CC @Jax.
SPN 1120	Elementary Spanish I	Internet	Indian River CC
SPN 1120	Elementary Spanish I	Video	Broward CC
SPN 1120	Elementary Spanish I	Video	Central Florida CC
SPN 1120	Elementary Spanish I	Video	St. Petersburg JrC
SPN 1121	Elementary Spanish II	2-way TV	Indian River CC
SPN 1121	Elementary Spanish II	Video	Florida Keys CC
SPN 1121	Elementary Spanish II	Video	Indian River CC
SPN 1121	Elementary Spanish II	Video	St. Petersburg JrC
STA 2023	Statistics	2-way TV	Edison CC
STA 2023	Statistics	Internet	Central Florida CC
STA 2023	Statistics	Internet	Indian River CC
STA 2023	Statistics	Internet	Santa Fe CC
STA 2023	Statistics	Internet	St. Petersburg JrC
STA 2023	Statistics	Multi	Pasco-Hernando CC
STA 2023	Statistics	Video	Broward CC
STA 2023	Statistics	Video	Edison CC
STA 2023	Statistics	Video	Gulf Coast CC
STA 2023	Statistics	Video	Indian River CC
STA 2023	Statistics	Video	Pensacola JrC
STA 2023	Statistics	Video	South Florida CC
STA 2023	Statistics	Video	St. Petersburg JrC
SYG 1000	Introduction to Sociology	Internet	Tallahassee CC
SYG 1000	Introduction to Sociology	Video	Edison CC
SYG 1000	Introduction to Sociology	Video	St. Johns River CC
SYG 1410	Family Relations	Video	Indian River CC
SYG 2000	Introduction to Sociology	Internet	FL CC @Jax.
SYG 2000	Introduction to Sociology	Internet	Indian River CC
SYG 2000	Introduction to Sociology	Internet	Valencia CC
SYG 2000	Introduction to Sociology	Print	Pensacola JrC
SYG 2000	Introduction to Sociology	Video	Broward CC
SYG 2000	Introduction to Sociology	Video	Central Florida CC
SYG 2000	Introduction to Sociology	Video	FL CC @Jax.
SYG 2000	Introduction to Sociology	Video	Hillsborough CC
SYG 2000	Introduction to Sociology	Video	Indian River CC
SYG 2000	Introduction to Sociology	Video	Palm Beach CC
SYG 2000	Introduction to Sociology	Video	Pensacola JrC
SYG 2000	Introduction to Sociology	Video	South Florida CC
SYG 2000	Introduction to Sociology	Video	St. Petersburg JrC
SYG 2010	Social Problems	Print	Pensacola JrC
SYG 2230	Multi-ethnic America	Internet	Tallahassee CC
SYG 2420	Family	Internet	Tallahassee CC
SYG 2430	The American Family	Video	FL CC @Jax.
SYG 2430	The American Family	Video	Hillsborough CC
SYG 2430	The American Family	Video	St. Petersburg JrC

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Distance Learning
Faculty Survey

Use of distance learning technology is becoming an increasingly common part of instruction in higher education. Today you are being asked to evaluate your experience as a distance learning instructor. This information is being collected as part of the State Board of Community College program review. The results of this study will help to provide a better understanding of the faculty experience in distance learning.

Please respond as honestly as possible to each question and return the survey to the researcher in the envelope provided. Thank you for your participation.

Institution: _____

1. Gender
   A. Male
   B. Female

2. General subject area/s in which you teach distance learning courses:

_____

3. Years of community college teaching experience: _____

4. Employment status
   A. Full-time faculty
   B. Part-time faculty

5. Information on distance learning courses you are teaching this semester

Course No.	No. of Students Enrolled	Course Format

6a. Number of hours of training you have received in the *use and application* of distance learning technology:

_____

6b. Was this amount of training adequate?
   A. Yes B. No

6c. Was this training effective?
   A. Yes B. No

7a. Number of hours of training you have received in *development of curricula* for distance learning courses.

_____

7b. Was this amount of training adequate?

A. Yes B. No

7c. Was this training effective?

A. Yes B. No

8a. Number of hours of training you have received in *teaching methods* for distance learning courses.

_____

8b. Was this amount of training adequate?

A. Yes B. No

8c. Was this training effective?

A. Yes B. No

9. Which of the following rewards and incentives does your college offer to faculty who are *preparing to teach* distance learning courses? Choose all that apply.

A. workload adjustment
B. monetary incentives (e.g. overload pay, travel money)
C. extra vacation days
D. release time
E. computer equipment
F. public forms of acknowledgment such as certificates of appreciation, teaching awards, etc.
G. Other: _____

10. Which of the following rewards and incentives does your college offer to faculty who are *teaching* distance learning courses? Choose all that apply.

A. workload adjustment
B. monetary incentives (e.g. overload pay, travel money)
C. extra vacation days
D. release time
E. computer equipment
F. public forms of acknowledgment such as certificates of appreciation, teaching awards, etc.
G. Other: _____

11. My department strongly encourages the use of distance technologies for instruction.

A. Strongly Disagree
B. Disagree
C. Agree
D. Strongly agree

12. My department/division chair views the use of distance learning in a positive light.

A. Strongly Disagree
B. Disagree
C. Agree
D. Strongly agree

13. Distance technology for instruction is important to my department.
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly agree

14. The college has provided most of the necessary help and resources I need to achieve rapid familiarity with distance learning technologies.
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly agree

15. My department will recognize my efforts in using distance learning for instruction.
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly agree

16. Using distance learning technology improves the quality of my teaching.
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly agree

17. There is always someone in my college to whom I can turn for help in solving problems with my distance learning course.
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly agree

18. Using distance learning technology improves my teaching effectiveness.
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly agree

19. My department is committed to a vision of distance learning for instruction.
    A. Strongly Disagree
    B. Agree
    C. Agree
    D. Strongly agree

20. I have easy access to the hardware necessary to support my distance learning courses.
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly Agree

21. I have adequate Internet response time to support my distance learning efforts.
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly agree

22. Faculty at my college who teach distance learning courses gain more prestige than those who do not.
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly agree

23. The college strongly encourages the use of distance learning for instruction.
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly agree

24. Faculty at my college who teach distance learning courses enjoy a higher profile than those who do not.
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly agree

25. The college will recognize my efforts in using distance learning for instruction.
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly agree

26. Among my peers, I am usually the first to try out new information technologies.
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly agree

27. I am constantly updated by my college on new tips that can help me teach distance learning classes more effectively.
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly agree

28. My departmental faculty colleagues view the use of distance learning technologies in a positive light.
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly agree

29. The opinions of my departmental faculty colleagues are important to me.
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly agree

30. I have easy access to the software necessary to support my distance learning teaching efforts.
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly agree

31. Involvement with distance learning efforts is a status symbol in community colleges.
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly agree

32. Teaching via distance learning is fun.
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly agree

33. The college is committed to supporting my distance learning efforts .
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly agree

34. Which of the following motivated you to *become involved* with distance learning? Choose all that apply.
    A. the ability to reach new audiences
    B. the opportunity to develop new ideas
    C. personal interest in technology
    D. the intellectual challenge
    E. monetary or workload incentives offered by the college
    F. Other: _____

35. Which of the following motivates you to *continue involvement* with distance learning? Choose all that apply.
    A. the ability to reach new audiences
    B. the opportunity to develop new ideas
    C. personal interest in technology
    D. the intellectual challenge
    E. monetary or workload incentives offered by the college
    F. Other: _____

36. Course development time for distance learning courses is significantly longer than for conventional courses.
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly agree

37. Class preparation time (i.e. the time you spend before each class session) for distance learning courses is significantly longer than for conventional courses.
    A. Strongly Disagree
    B. Disagree
    C. Agree
    D. Strongly agree

38. Compared to conventional classroom courses distance learning courses are:
    A. A better learning experience
    B. An equivalent learning experience
    C. A worse learning experience
    D. An ineffective learning experience

39. Overall your teaching experience in distance learning has been
    A. Negative
    B. Neutral
    C. Positive
    D. Very positive

40. Would you teach another distance learning course?
    A. Yes B. No

41. Would you teach a course using a new distance learning technology that you have not previously used?
    A. Yes B. No

42. Would you recommend involvement in distance learning to other faculty at your college?
    A. Yes B. No

43. Please write any additional comments you would like to make below and attach additional sheets, if necessary:

Thank You.
Dr. Beverly Bower, 113 Stone Building, Florida State University
Tallahassee, FL 32306-4452

FACULTY COMMENTS

Q9. Which of the following rewards and incentives does your college offer to faculty who are *preparing to teach* distance learning courses? Choose all that apply.

A. workload adjustment
B. monetary incentives (e.g. overload pay, travel money)
C. extra vacation days
D. release time
E. computer equipment
F. public forms of acknowledgement such as certificates of appreciation, teaching awards, etc.
G. **Other**:
- — Workshops
- — They only pay 1/2 compensation for teaching telecourses -- a major disincentive.
- — Recently, teachers have been given maintenance of contract units of credit.
- — Help from our technology specialist
- — Paid my tuition to take a computer class (Windows 95 and Power Point).

Q10. Which of the following rewards and incentives does your college offer to faculty who are *teaching* distance learning courses? Choose all that apply.

A. workload adjustment
B. monetary incentives (e.g. overload pay, travel money)
C. extra vacation days
D. release time
E. computer equipment
F. public forms of acknowledgement such as certificates of appreciation, teaching awards, etc.
G. Other:
- — They only pay 1/2 compensation for teaching telecourses -- a major disincentive.
- — Paid as independent study (greatly lower than a real class).
- — Use of higher tech teaching tools

Q34. Which of the following motivated you to *become involved* with distance learning? Choose all that apply.

A. the ability to reach new audiences
B. the opportunity to develop new ideas
C. personal interest in technology
D. the intellectual challenge
E. monetary or workload incentives offered by the college
F. **Other:**
- — Flexible schedule
- — Need make course load

— The possibility of offering courses that otherwise would not be offered on my campus
— Tangible incentives
— (Was) asked to
— I was asked to do it.
— Departmental request
— Supervisor insisted--I was drafted
— Geographically remote students!
— For the experience and to give those students access to a full-time instructor.
— Assigned courses by Dean
— I have a higher tolerance for frustrating experiences than most of my colleagues.
— Opportunity to get in on cutting edge
— Students needed alternative course offerings
— Administrative encouragement
— Deliver info about the medium via the medium
— To assist another instructor in DL
— Did not want someone to water down course materials
— It may be the way of the future. I do not wish to be left behind.
— The need to reach small classes in different campuses which otherwise will not hold (classes)
— Serve students otherwise unable to take accounting
— Told to do it
— Offering classes to students online -- timeframe
— More students enrolled in my program area
— To test my strong belief in distance learning
— I was told my course would be offered
— As an adjunct, if I want to teach, I take what's available
— May prove useful in my dissertation
— Keep abreast of new developments
— Future possibilities
— Told to do it
— Assigned
— Flexibility
— Ability to teach course not otherwise offered

Q35. Which of the following motivated you to *continue involvement* with distance learning? Choose all that apply.

A. the ability to reach new audiences
B. the opportunity to develop new ideas
C. personal interest in technology
D. the intellectual challenge
E. monetary or workload incentives offered by the college
F. **Other**:
— Flexible schedule

— Student demand
— The quality of students in my DL courses
— Departmental request
— Students appreciative of the curriculum.
— Help my instruction in classroom courses.
— I think it's a leadership role.
— Assigned courses by Dean
— I have a higher tolerance for frustrating experiences than most of my colleagues.
— Flexible scheduling. Increased student response.
— Administrative encouragement
— Did not want someone to water down course materials
— It may be the way of the future. I do not wish to be left behind.
— Improvements in the technology.
— Not motivated to continue unless requested by [name of college].
— I will not continue my involvement
— Frees up time with family
— Reaching more students for enrollment in my program area
— If that is the only course I'm offered, I will probably do it again.
— May prove useful in my dissertation
— Keep abreast of new developments
— Enjoy the students.
— Future possibilities
— College wants it done
— Only option for students
— Flexibility

Distance Learning Course Evaluation
Online Classes**

Use of distance learning technology is becoming an increasingly common part of instruction in higher education. Today you are being asked to evaluate your distance learning experience in this class. The results of this study will help us design future distance learning courses to better meet the needs of students. Please respond as honestly as possible to each question. This survey is for research purposes only and will not be used by your instructor or your college as a course evaluation.

Institution

Brevard Community College

Broward Community College

Central Florida Community College

Chipola Junior College

Daytona Beach Community College

Edison Community College

Florida Community College at Jacksonville

Florida Keys Community College

Gulf Coast Community College

Hillsborough Community College

Indian River Community College

Lake City Community College

Lake-Sumter Community College

Manatee Community College

North Florida Junior College

Okaloosa-Walton Community College

Palm Beach Community College

Pasco-Hernando Community College

Pensacola Junior College

Polk Community College

St. Johns River Community College

St. Petersburg Junior College

Santa Fe Community College

Seminole Community College

South Florida Community College

Tallahassee Community College

Valencia Community College

Course Number: Course Name:

****This survey was distributed via the Internet.**

1. Why did you enroll in this distance learning course? Choose all that apply.
   A. Convenience due to work/family/school
   B. Interest in subject matter or instructor
   C. To satisfy a degree/certification requirement
   D. Course recommended by others

2. Would you still have been able to take this course if it had not been offered through distance technology?
   A. Yes
   B. No

3. How satisfied were you with the educational experience gained in this distance learning course?
   A. Very satisfied
   B. Satisfied
   C. Somewhat satisfied
   D. Not satisfied

COURSE ADMINISTRATION

4. Was adequate information provided to you prior to taking the course?
   A. Yes
   B. No

5. How satisfied were you with class enrollment and registration procedures?
   A. Very satisfied
   B. Satisfied
   C. Somewhat satisfied
   D. Not satisfied

6. Were you able to access class materials easily?
   A. Yes
   B. No

7. How satisfied were you with the technical support received during this course?
   A. Very satisfied
   B. Satisfied
   C. Somewhat satisfied
   D. Not satisfied

8. How satisfied were you with the technologies (e.g. television equipment, audio equipment, computers, etc.) that were required for successful completion of this course?
   A. Very satisfied
   B. Satisfied
   C. Somewhat satisfied
   D. Not satisfied

9. To what extent did technical problems interfere with your learning of the content covered?
   A. Not at all
   B. Only a little
   C. Substantially
   D. A great deal

INSTRUCTION

10. Communication was used effectively throughout the course.
   A. Strongly agree
   B. Agree
   C. Disagree
   D. Strongly Disagree

11. The instructor encouraged interaction among students via discussions and/or activities.
   A. Strongly agree
   B. Agree
   C. Disagree
   D. Strongly Disagree

12. The instructor was available for consultations outside of class time.
   A. Strongly agree
   B. Agree
   C. Disagree
   D. Strongly Disagree

13. The instructor provided feedback on assignments and projects in a timely manner.
   A. Strongly agree
   B. Agree
   C. Disagree
   D. Strongly Disagree

14. How effective was the instructor in his/her distance learning instruction?
   A. Highly effective
   B. Effective
   C. Somewhat effective
   D. Not effective

15. How effective were the distance learning class materials?
   A. Highly effective
   B. Effective
   C. Somewhat effective
   D. Not effective

16. Instructions for the course lessons, projects, and assignments were easy to follow.
    A. Strongly agree
    B. Agree
    C. Disagree
    D. Strongly Disagree

17. The purpose, objectives and grading procedures for the course were clear.
    A. Strongly agree
    B. Agree
    C. Disagree
    D. Strongly Disagree

18. Examinations and graded assignments or graded activities were consistent with course objectives.
    A. Strongly agree
    B. Agree
    C. Disagree
    D. Strongly Disagree

19. Audio and/or visual aids provided helped to clarify the subject matter.
    A. Strongly agree
    B. Agree
    C. Disagree
    D. Strongly Disagree

20. Overall the instructor was
    A. Poor
    B. Average
    C. Good
    D. Very good

DELIVERY FORMAT

21. The course online site was easy to use.
    A. Strongly agree
    B. Agree
    C. Disagree
    D. Strongly Disagree

22. The course online site was attractive.
    A. Strongly agree
    B. Agree
    C. Disagree
    D. Strongly Disagree

23. The links provided to other sites were appropriate and aided in your understanding of course content.
    A. Strongly agree
    B. Agree
    C. Disagree
    D. Strongly Disagree

COURSE OVERALL

24. The workload required by this course was
    A. Too light
    B. Manageable
    C. Demanding
    D. Overwhelming

25. Overall, the course was
    E. Poor
    F. Average
    G. Good
    H. Very good

26. Compared to conventional classroom courses this course was
    A. A better learning experience
    B. An equivalent learning experience
    C. A worse learning experience
    D. An ineffective learning experience

27. Would you recommend this course to others?
    A. Yes
    B. No

28. Would you enroll in another online distance learning course?
    A. Yes
    B. No

29. Would you enroll in another type distance learning course (e.g. videocourse, interactive telecourse)?
    A. Yes
    B. No

DEMOGRAPHICS

30. Gender
    A. Male
    B. Female

31. Age
    A. 20 years or younger
    B. 21-29
    C. 30-39
    D. 40 or older

32. What final grade do you expect to receive in this course?
    A. A
    B. B
    C. C
    D. D
    E. Pass [for Pass/Fail courses only]

33. Racial/Ethnic Group
    A. American Indian/Native American
    B. Asian American
    C. Black/ African American
    D. Hispanic American/Latino
    E. White

34. Please add any additional comments here. You may also use this space to explain your responses to any of the questions on this survey. Please specify the question to which your comment applies.

Distance Learning Course Evaluation
Teleclasses—Onsite Students

Use of distance learning technology is becoming an increasingly common part of instruction in higher education. Today you are being asked to evaluate your distance learning experience in this class. The results of this study will help us design future distance learning courses to better meet the needs of students. Please respond as honestly as possible to each question. This survey is for research purposes only and will not be used by your instructor or your college as a course evaluation.

Use a number 2 or soft lead pencil to **record your responses on the answer sheet** provided.

Thank you for your participation.

---

1. Where are you taking this course?
   A. Onsite (i.e. in the same room/building as the instructor)
   B. Remote site

2. Why did you enroll in this distance learning course? Choose all that apply.
   A. Convenience due to work/family/school
   B. Interest in subject matter or instructor
   C. To satisfy a degree/certification requirement
   D. Course recommended by others

Please respond to Questions 3-5 using the following scale:

A. Yes **B. No.**

3. Would you still have been able to take this course if it had not been offered through distance technology?

4. Was adequate information provided to you prior to taking the course?

5. Were you able to access class materials easily?

Please respond to Questions 6-9 using the following scale:

A. Very satisfied B. Satisfied C. Somewhat satisfied D. Not satisfied

6. How satisfied were you with the educational experience gained in this distance learning course?

7. How satisfied were you with class enrollment and registration procedures?

8. How satisfied were you with the technical support received during this course?

9. How satisfied were you with the technologies (e.g. television equipment, audio equipment, computers, etc.) that were required for successful completion of this course?

Please respond to Questions 10-20 using the following scale:

A. Strongly Agree B. Agree C. Disagree D. Strongly Disagree

10. Technical problems interfered with your learning of the content covered.

11. Communication was used effectively throughout the course.

12. The instructor encouraged interaction among students via discussions and/or activities.

13. The instructor was available for consultations outside of class time.

14. The instructor provided feedback on assignments and projects in a timely manner.

15. The instructor was effective in his/her distance learning instruction.

16. The distance learning class materials were effective.

17. Instructions for the course lessons, projects, and assignments were easy to follow.

18. The purpose, objectives and grading procedures for the course were clear.

19. Examinations and graded assignments or graded activities were consistent with course objectives.

20. Audio and/or visual aids provided helped to clarify the subject matter.

21. Overall, the instructor was

A. Poor B. Average C. Good D. Very good

22. The workload required by this course was
    A. Too light
    B. Manageable
    C. Demanding
    D. Overwhelming

23. Overall, the course was
    A. Poor B. Average C. Good D. Very good

24. Compared to conventional classroom courses this course was
    A. A better learning experience
    B. An equivalent learning experience
    C. A worse learning experience
    D. An ineffective learning experience

Please respond to Questions 25-27 using the following scale:

A. Yes B. No.

25. Would you recommend this course to others?

26. Would you enroll in another teleclass?

27. Would you enroll in another type distance learning course (e.g. videocourse, online course)?

---

28. Gender
    A. Male B. Female

29. Age
    A. 20 years or younger
    B. 21-29
    C. 30-39
    D. 40 or older

30. What final grade do you expect to receive in this course?
    A. A
    B. B
    C. C
    D. D
    E. Pass [for Pass/Fail courses only]

31. Racial/Ethnic Group
    A. American Indian/Native American
    B. Asian American
    C. Black/ African American
    D. Hispanic American/Latino
    E. White

Distance Learning Course Evaluation
Teleclasses—Remote Site Students

Use of distance learning technology is becoming an increasingly common part of instruction in higher education. Today you are being asked to evaluate your distance learning experience in this class. The results of this study will help us design future distance learning courses to better meet the needs of students. Please respond as honestly as possible to each question. This survey is for research purposes only and will not be used by your instructor or your college as a course evaluation.

Use a number 2 or soft lead pencil to **record your responses on the answer sheet** provided.

Thank you for your participation.

---

1. Where are you taking this course?
   A. Onsite (i.e. in the same room/building as the instructor)
   B. Remote site

2. Why did you enroll in this distance learning course? Choose all that apply.
   A. Convenience due to work/family/school
   B. Interest in subject matter or instructor
   C. To satisfy a degree/certification requirement
   D. Course recommended by others

Please respond to Questions 3-6 using the following scale:

A. Yes **B. No.**

3. Would you still have been able to take this course if it had not been offered through distance technology?

4. Was adequate information provided to you prior to taking the course?

5. Were you able to access class materials easily?

6. Did broadcast failure ever interrupt a class session?

Please respond to Questions 7-14 using the following scale:

A. Very satisfied B. Satisfied C. Somewhat satisfied D. Not satisfied

7. How satisfied were you with the educational experience gained in this distance learning course?

8. How satisfied were you with class enrollment and registration procedures?

9. How satisfied were you with the technical support received during this course?

10. How satisfied were you with the technologies (e.g. television equipment, audio equipment, computers, etc.) that were required for successful completion of this course?

11. How satisfied were you with the promptness with which the instructor recognized and answered off-site student questions during the class?

12. How satisfied were you with the material exchange (i.e. method of sending and receiving materials, promptness) between you and the course instructor?

13. How satisfied were you with the accessibility of technologies (i.e. computers, library materials, etc.) needed for this course?

14. How satisfied were you with the back-up procedures used in the event of broadcast failure?

Please respond to Questions 15-25 using the following scale:

A. Strongly Agree B. Agree C. Disagree D. Strongly Disagree

15. Technical problems interfered with your learning of the content covered.

16. Communication was used effectively throughout the course.

17. The instructor encouraged interaction among students via discussions and/or activities.

18. The instructor was available for consultations outside of class time.

19. The instructor provided feedback on assignments and projects in a timely manner.

20. The instructor was effective in his/her distance learning instruction.

21. The distance learning class materials were effective.

22. Instructions for the course lessons, projects, and assignments were easy to follow.

23. The purpose, objectives and grading procedures for the course were clear.

24. Examinations and graded assignments or graded activities were consistent with course objectives.

25. Audio and/or visual aids provided helped to clarify the subject matter.

---

26. Overall, the instructor was

A. Poor B. Average C. Good D. Very good

27. The workload required by this course was

A. Too light
B. Manageable
C. Demanding
D. Overwhelming

28. Overall, the course was

A. Poor B. Average C. Good D. Very good

29. Compared to conventional classroom courses this course was
A. A better learning experience
B. An equivalent learning experience
C. A worse learning experience
D. An ineffective learning experience

Please respond to Questions 30-32 using the following scale:

A. Yes **B. No.**

30. Would you recommend this course to others?

31. Would you enroll in another teleclass?

32. Would you enroll in another type distance learning course (e.g. videocourse, online course)?

---

33. Gender

A. Male B. Female

34. Age

A. 20 years or younger
B. 21-29
C. 30-39
D. 40 or older

35. What final grade do you expect to receive in this course?

A. A
B. B
C. C
D. D
E. Pass [for Pass/Fail courses only]

36. Racial/Ethnic Group

A. American Indian/Native American
B. Asian American
C. Black/ African American
D. Hispanic American/Latino
E. White

Thank you for completing this questionnaire.